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A HISTORY OF THE BUREAU OF STUDIES IN ADULT EDUCATION AT INDIANA UNIVERSITY.

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THE BUREAU OF STUDIES IN ADULT EDUCATION WAS FOUNDED AT INDIANA UNIVERSITY IN 1947 AND ASSIGNED THE TASK OF PROVIDING OFF-CAMPUS NONCREDIT COURSES IN ADULT EDUCATION. THE BUREAU BEGAN BY PROVIDING FIELD SERVICES, RANGING FROM PROVIDING ASSISTANCE TO LOCAL COMMUNITIES ON ADULT EDUCATION PROBLEMS TO PROVIDING GENERAL ADULT EDUCATIONAL ACTIVITIES. IT STARTED A RESEARCH PROGRAM WHICH EXAMINED HOW ADULTS LEARN EFFECTIVELY, AND THE CONDITIONS THAT PROMOTE LEARNING IN PRACTICAL SITUATIONS. BETWEEN 1947 AND 1952, THE BUREAU GREW AND BECAME A MULTISPONSORSHIP OPERATION. IT INITIATED FORMAL ADULT EDUCATION COURSES AT THE GRADUATE LEVEL AT INDIANA UNIVERSITY AND INTRODUCED A NEWSLETTER ON ADULT EDUCATION. BETWEEN 1952 AND 1958, THE BUREAU EXPERIMENTED WITH AN INSTITUTIONAL APPROACH TO ADULT EDUCATION, STRESSING RESEARCH ON ADULT LEARNING. IT DEVELOPED A GRADUATE PROGRAM FOR ADULT EDUCATORS. FROM 1958 TO 1965, IT CONDUCTED MORE ADULT EDUCATION RESEARCH THAN DID ANY OTHER COLLEGE OR UNIVERSITY ADULT EDUCATION DEPARTMENT, FOR EXAMPLE, ON ALCOHOLISM, MENTAL HEALTH, GERONTOLOGY, AND FUNDAMENTAL AND LITERACY EDUCATION. (EB)

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A HISTORY OF THE BUREAU OF STUDIES IN ADULT EDUCATION AT INDIANA UNIVERSITY

BY

MICHAEL ROBIN BAKER

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Director of Thesis

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M.R.B.

TABLE OF CONTENTS

Chapter Page

I. INTRODUCTION 1

Significance of Study 1
Scope and Limitation 3
Source of Data 4
Definitions 4

II. PRELUDE 1947-1952 6

Bureau of Community Organization for Adult Education Founded 6
Purdue-Indiana Universities Community Services in Adult Education 12
Community Services in Adult Education 20
Summary 30

III. FORMATIVE YEARS 1952-1958 32

Lilly Endowment Grant for Church Project 33
Sponsorship of Community Services Changes . . . 36
Institutional Approach to Adult Education . . . 37
First Adult Education Degrees Granted at Indiana University 39
Graduate Program 44
Bureau of Studies in Adult Education 50
Summary 53

IV. EXPANSION YEARS 1958-1965 55

Results of Library Adult Education Study 56
Fellowships Provided by Lilly Endowment 58
Dr. Bergevin Studies in Scandinavia 61
First Institute in Adult Literacy Education . . 65
Sponsorship of Bureau of Studies in Adult Education Changes 67
Bureau of Studies in Adult Education Leads in Research 71
Bureau of Studies in Adult Education Transfers from Division of University Extension to School of Education 74
Summary 77

Chapter Page

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . 78

Summary 78
Conclusions 83
Recommendations 84

BIBLIOGRAPHY 86

APPENDICES 88

Appendix A: Description of Adult Education Programs 89
Appendix B: Graduate Degrees in Adult Education Conferred by Indiana University . . 96
Appendix C: Publications by Staff and Students of the Bureau of Studies in Adult Education, Indiana University Between 1948-1965 99
Appendix D: Profile of Five Professors from the Bureau of Studies in Adult Education 108

CHAPTER I

INTRODUCTION

Significance of the Study

Adult education as constituted in the contemporary American society is a large diversified field growing in many ways to meet specific educational needs. Adult education represents a major facet of the total educational effort in the United States. In a recently published book, Volunteers for Learning, the authors, Johnstone and Rivera, note that three out of five Americans have, in some way, engaged in one or more educational activities since completing their more "formal schooling."[1] Although the area of adult education is not as conspicuous as other segments of education, it none the less is a growing and active program as is evidenced by development of the adult education program at Indiana University.

The Bureau of Studies in Adult Education was founded at Indiana University in 1947. It was established in order to meet the needs of mature individuals who desired to improve their ability in the teaching of adults. The Bureau of Studies in Adult Education has worked through a variety of existing institutions so as to effectively utilize their established memberships. Within these institutions the Bureau has engaged in a number of unique programs to meet specific needs. The present functions of the Bureau of Studies in Adult Education at Indiana University are four:

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[1] Johnstone, J.W.C., and Rivera, R.J., Volunteers for Learning, 624 pp.

1. To conduct a program of graduate study in adult education.
2. To conduct a program of research concerning the circumstances and conditions that affect and promote adult learning.
3. To conduct Adult Education Institutes for interested lay and professional leaders in adult education--these various training Institutes attempt to mediate the practical application of research findings to specialized fields.
4. To disseminate information about adult education.[2]

In Hartley Grattan's book, In Quest of Knowledge, it was noted that the Program of Adult Education at Indiana University was one of seven institutions doing an "impressive job."[3] In addition Dr. Paul Bergevin, Director of the Bureau of Studies in Adult Education, Indiana University, was included in a list of men most conspicuously identified with adult education.

The Bureau of Studies in Adult Education has existed for eighteen years, meeting its responsibilities by successfully preparing and graduating over forty-five adult educators from its graduate level program; by sponsoring and presenting one hundred and fifty Institutes throughout the country with an estimated attendance of over four thousand persons.[4] Members of the Bureau's staff have written and published over one hundred articles and books in the field of adult education in addition to publishing seven annual newsletters about adult education. For each of the three consecutive years 1962, 1963, and 1964 the Bureau of Studies in Adult Education has reported more adult education research than any other college or university. "Studies completed or in progress at I.U. made up 21 per cent of those reported by institutions of higher education in the United States."[5]

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[2] The President's Report for 1959-60, pp. 180-83.

[3] Grattan, Hartley, In Quest of Knowledge, 337 pp.

Scope and Limitations

The intent of this study is to trace historically the growth and development of the Bureau of Studies in Adult Education at Indiana University. The study will be a synthesis of existing collected data, as chronicled by the Bureau, concerning the inception and development of the Bureau of Studies in Adult Education.

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[4] Smith, Robert M., "One Hundred and Fifty Institutes in Adult Education," Adult Leadership 14:90-91, September, 1965.

[5] "I.U. Continues as the Leader in Research," Community Teamwork 18, November, 1965.

This study will be exclusively limited to the origin and growth of the Bureau of Studies in Adult Education, and the patterns of development that have characterized the adult education program at Indiana University. The study will be written in reportorial style and form and will be an anecdotal account of the Bureau beginning with its inception and continuing until July 1965.

Source of Data

Sources for this study were documents, publications, and official records produced by the department or faculty of the Bureau of Studies in Adult Education which are either public or semi-public in nature; and available personal records, which may have been developed and maintained by individuals, will not be included as source material. Material about the Bureau prepared by individuals not affiliated with the Bureau were not considered as source material. The study considered data about outside academic activities of the Bureau and faculty only as these related specifically to its development as an academic department.

Definitions

Field Consultant: A member of the Bureau of Studies in Adult Education staff who travelled throughout the state visiting Indiana communities assisting or promoting adult education activities.

Field Service: A general term applied to a variety of adult education activities arranged for or conducted by a field consultant for Indiana communities.

Institutional Approach: A method of reaching individuals through an existing institution in order to aid persons to recognize their responsibilities through a program of adult education.

Institute: A series of meetings designed to equip the participant with the skills necessary for initiating and guiding the Indiana Plan in local situations.

Indiana Plan: A training program for adults developed from research findings by Paul Bergevin and John McKinley of the Bureau of Studies in Adult Education, Indiana University.

CHAPTER II

PRELUDE

1947-1952

The prelude portion of the history of the Bureau of Studies in adult education examines the earliest years of the Bureau's existence. The prelude reviews the academic years of 1946-1947 to 1951-1952. During this period the Bureau was conceived, founded, and began to function in a variety of activities.

On July 1, 1946, the Extension Division of Indiana University was reorganized and renamed the Division of Adult Education and Public Services. Included in the reorganization was the creation of a deanship to direct the activities of the new Division. Ford P. Hall was appointed to the post of Dean of the Extension Division.[6]

In addition to the reorganization of the Division of Adult Education and Public Services, plans were initiated and developed during the school year of 1946-1947 to create a Bureau of Community Organization for Adult Education.[7] The Bureau's assignment was to be primarily responsible "for off-campus noncredit courses and programs of adult education."[8] In addition, the Bureau was assigned the task of arranging the numerous conferences and short educational programs held on the Bloomington campus. A budget was proposed and adopted and a director appointed.

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[6] The President's Report for 1946-47, pp. 76-87.

[7] Ibid., p. 81.

[8] Ibid.

Dr. Paul Bergevin was appointed to direct the activities of the new Bureau. Dr. Bergevin received a B.S. degree from Purdue University, 1933, in Economics, M.S. degree in Economics and Engineering, Purdue University, 1934, and a doctorate in Education from Indiana University, 1945. Prior to his appointment at Indiana University, Dr. Bergevin was the Director of Adult and Vocational Education, Anderson Public Schools, Anderson, Indiana, for eleven years.[9]

The Bureau of Community Organization for Adult Education commenced operation August 15, 1947, with a full-time director. In January, 1948, the staff of one doubled with the employment of Robert Rollf who functioned as a full-time Field Service Supervisor.[10]

During the first year Dr. Bergevin spent considerable time in study and observation in an attempt to determine a course of action that the Bureau could address itself to. As a result of this effort three significant problem areas were defined:

1. The development within the citizens of Indiana of an awareness of the significance of adult education.

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[9] Information on Paul Emile Bergevin, 2 pp.

[10] The President's Report for 1947-48, pp. 76-78.

2. Furthering the University's interest by utilizing existing programs more advantageously.
3. Emphasis to be given to those areas in the state that have not had the advantages and opportunities that are available and evident in the larger urban centers.[11]

While the staff of the Bureau was seeking to identify significant areas of responsibility, a parallel activity was being pursued. The second activity was one of developing and defining a functional adult educational philosophy. At the basis of the developed philosophy was the concept that all people in a democracy, so far as possible, should be educated in order that the democratic system may operate effectively. The task of adult education was to assist the individual citizen to consciously see his relationship to people and things about him, so he may ultimately improve his understanding of himself and others. With this philosophy as its basis, the Bureau believed that a program of formal and informal adult education could significantly contribute to the educational well-being of the citizens of the state of Indiana.

In order to implement programs that would be pertinent, while adhering to the stated philosophy of the Bureau, the following activities were initiated or continued under the auspices of the Bureau of Community Organization for Adult Education during its first year of existence, 1947-1948.

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[11] Ibid., p. 76.

1. To develop and offer graduate level adult education courses on the Bloomington campus. It was realized that if a successful program of adult education was to be attained, the success would then depend upon the knowledge and skills of the individuals involved. In order to assist interested individuals in the development of adult education programs, the Bureau designed and offered two graduate level courses. The courses were designed to acquaint persons with and train them in the methods and techniques of adult education. Individuals participating in these adult education courses would, in turn, serve as a local nuclei in their home community adult education programs.
2. To develop community adult education programs throughout the state of Indiana. The Bureau sought to establish adult education councils within existing structures of the community, rather than to impose itself from the outside. In order to establish community adult education councils,* a nucleus of locally responsible citizens were involved in the council preceedings. In conjunction with the development of the local councils, a leadership Training* course was created and offered at the local level. The purpose of these courses was to acquaint lay

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*See Appendix A.

and professional leaders in adult education with the method and philosophy of adult education.

3. To promote and utilize the field services of Indiana University. The Bureau experiemntally offered lectures on fine arts.* The lecture series were intended to give the average adult a composite picture of the fine arts. The lecture series was conducted in a non-academic fashion but did utilize such educational methods as the forum. These lecture series provided a new educational experience to many Indiana citizens.
4. To develop and maintain the Indiana University's exhibit at the annual State Fair. The Bureau accepted the responsibility of this assignment. It was the opinion of the Bureau that this activity fit well into the overall adult education program. The purpose of the exhibit was to inform Indiana citizens about Indiana University.
5. To coordinate campus conferences and conventions at Indiana University. In September 1947, the Division of Adult Education and Public Services assumed the responsibility for the administration of conferences and conventions from the Service Enterprises Division of the Treasurer's Office. In January 1948, a Conference and Convention office was established in the auditorium.

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*See Appendix A.

under the auspices of the Bureau of Community Organization in the Division of Adult Education. During the first year that the Conference Bureau was administered by the Bureau of Community Organization, there were one hundred and nine conferences. This number of conferences represents a rise of forty-two per cent over the previous year.

6. To conduct research in the field of adult education. Early in the program it was recognized that there was a dearth of research in this field of adult education. The need for scholarly research in this area seemed evident and necessary. It was hoped that the Bureau would make a contribution in such categories as practical philosophy for adult education programs.

7. To conduct an annual workshop in adult education to be jointly sponsored by Indiana and Purdue Universities. The first workshop had several tasks: first, it was a joint effort by the two state universities to examine some of the current procedures in adult education programs; second, to study the possibility of disseminating information more broadly; third, to acquaint adult education leaders, lay and professional, with some basic ideas on adult education. It was intended that this program, the first to be offered, should be alternately scheduled at each of

the sponsoring universities. The attendance at the first annual workshop was about one hundred and thirty.[12]

The 1948-1949 academic year, which was the Bureau's second year in operation, was marked by several significant changes involving organization and title. On the first of January, 1949, the two state universities, Purdue University, Lafayette, Indiana, and Indiana University, Bloomington, Indiana, combined their respective adult education programs into one unified program.[13] The Bureau of Community Organization for Adult Education became known after the reorganization as the Purdue-Indiana University Community Services in Adult Education. The organizational and title change was accepted by the Boards of each of the respective universities.[14] A joint committee of administrators from the two schools was established to assist in the operation of this new program. Both universities contributed three members to this committee. Prior to the actual formation of the new department, an organizational meeting was held August 12, 1948. It was during this meeting that initial plans were developed for the functioning of the joint department.[15] The financing of the new department was to be equally shared by both participating universities. The headquarters of this organization remained at the Bloomington campus of Indiana University at Wylie Hall.

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[12] History of Community Services in Adult Education, pp. 2-7.

[13] Ibid., p. 8.

[14] Ibid.

[15] Ibid.

The new department's objectives were two-fold: first, to conduct a study in order to determine the adult educational needs within the communities in the state of Indiana; and, second, to promote a program that would adequately meet these needs through the sponsoring state universities.[16] A three-fold approach was adopted to accomplish the stated objectives:

1. To assist local Indiana communities in developing adult education programs and activities; initially eight sample councils were assisted throughout the state.
2. To study and evaluate the programs and activities of the small community adult education councils, in order to ascertain more precise methods of serving adult citizens.
3. To develop and conduct a graduate study program in order to educate interested persons in adult education.[17]

The combined Purdue-Indiana University Adult Education department continued to sponsor the annual adult education conferences for lay and professional leaders in adult education. In addition to the annual state conferences on adult education, the Bureau encouraged and supported the establishment of district conferences similar in nature to the state conference.[18]

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[16] Ibid.

[17] Ibid.

A newsletter on adult education called Community Teamwork; A News Letter about Adult Education for Hoosiers was first introduced and published in November, 1948.[19] The purpose of this publication was to present news and educational items for persons interested in stimulating community development in social, cultural, and vocational areas and thus to fulfill the university's role as a service agent to Indiana citizens and communities. The title of the newsletter is indicative of the services provided by this organization. The newsletter was written and published seven times yearly and was initially mailed to about one thousand persons in agriculture, business, labor, and education. The director of the department, Paul Bergevin, headed the editorial staff which included Howard C. Gillespie, Purdue; Ralph Collins, Indiana; and R.W. Babcock, Purdue.[20]

Other publications during this year included A Philosophy for Adult Education,[21] a nineteen page booklet by Dr. Bergevin which provided a general statement of adult education philosophy in a democracy so as to assist interested citizens in developing an understanding of the problems of adult education so that they might examine the possibilities of establishing an adult education program in their communities. A second publication was entitled Community Teamwork for Adult Education.[22] This twenty-four page booklet briefly surveys local communities for adult education activities. From this survey it was hoped that practical experiences could be illustrated that might aid other interested individuals and communities in the development of an adult education program.

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[18] Ibid., p. 9.

[19] "We Introduce Ourselves," Community Teamwork 1, November, 1948.

[20] Ibid.

[21] Publications--1948-1966, 1p.

In order to meet the cultural and educational needs of many Indiana communities, the Purdue-Indiana Community Services in Adult Education prepared and made available two lecture series, "A School for Parents" and "A Fine Arts Series"; each program involved four speakers and was presented in local Indiana communities. The reception was encouraging for more than two hundred persons in eight cities attended each program.[23]

The role that the Bureau of Community Organization for Adult Education and then Purdue-Indiana University Community Services in Adult Education established for themselves was one of service to Indiana. Surveying the statistical information concerning the Bureau's activities and the scope of the services provided, this aspect becomes most evident. Statistical data for the academic year of 1948-1949 are as follows:

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[22] Ibid., p. 1.

[23] History of Community Studies in Adult Education, p. 9.

Adult Education Councils in operation	8
Lecture Series arranged	9
Training Institutes for Group Discussion Leaders conducted	11
Talks given	12
Hours of on-campus lectures in adult education	60
Persons participating in Training Institutes	172
Persons attending Lecture Series	1800
Persons participating in Adult Education Councils	150
Persons attending talks on adult education given by members of the adult education staff	855
Cities and towns visited	28
Community leaders contacted personally regarding program	177[24]

In the 1949-1950 academic school year, the department of Purdue-Indiana Community Services in Adult Education succinctly stated its three major responsibilities:

1. Research in the area of informal adult education.
2. Development and teaching of graduate courses in adult education.
3. Field services in community adult education.[25]

Generally the programs of research, teaching, and field service started in previous years were continued and in some cases expanded. One project that was continued was the study of basic principles that would lend themselves to the development of community adult education programs.

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[24] Ibid.

[25] The President's Report for 1949-50, pp. 69-70.

During this year the Community Teamwork newsletter was distributed to fifteen hundred persons each month. Community Teamwork was published seven times yearly, November through May. In addition to the normal number of copies distributed each month, an extra one hundred and fifty copies of the April 1950 edition had to be prepared. The extra copies were prepared to fulfill a request by the United States Department of State which sent the newsletter to United States Libraries in sixty-two foreign countries.[26]

Mr. Dwight Morris joined the staff of the Purdue-Indiana University Community Services in Adult Education as a Field Consultant. Prior to his employment by Community Services, Mr. Morris was the industrial co-ordinator in the Anderson, Indiana, public schools.[27] With the employment of a second full-time field consultant, the department was able to expand its service to Indiana communities. The two general areas of service were limited to the seventeen counties of northwest Indiana and twenty counties of central Indiana. With the addition of Mr. Morris as Field Consultant, the staff now included Dr. Bergevin, director, and Robert Rollf, Field Consultant.

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[26] Ibid., p. 69.

[27] "Mr. Dwight H. Morris," Community Teamwork 2, December, 1949.

Besides the growth of staff, Community Services moved from its Wylie Hall location to new offices at 1804 East 10th Street.[28]

Community Services was invited by the labor building trades of Marion, Indiana, to present a Training Institute for group discussion leaders. This was the first time that a training institute had been scheduled for a labor organization by Community Services. Institutes were especially designed to assist people, however varied their interests, to use the fundamental democratic process of "talking things over."[29]

Along with the service commitments of Community Services, the department developed and offered three courses in adult education for graduate students. At this time the courses were only available at the Bloomington campus. The courses available were: The Democratic Idea and Adult Education--a general philosophy of adult education and its role in the democratic society; Procedures of Adult Education--this course was prepared to acquaint the lay and professional adult educators with the necessary techniques for setting up and maintaining programs; and Group Processes--a course that surveyed the various types of group educational devices.[30]

During the academic year of 1949-1950, it was disclosed that negotiations were being conducted between Purdue-Indiana University Community Services in Adult Education and Ball State Teachers College, Muncie, Indiana, and Indiana State Teachers College, Terre Haute, Indiana, concerning the possible participation of the two teachers colleges in the adult education program.[31]

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[28] Community Teamwork 2, November, 1949.

[29] "Builders to Examine Methods for Airing Labor's Problems," Community Teamwork 2, April, 1950.

[30] The President's Report for 1949-50, p. 70.

Reviewing statistical information about the department's activity for the year of 1949-1950, it is evident that the service aspect remained the dominant portion of the total program. Although all the categories listed do not coincide with the previous year's list, it is evident that Community Services did show a growth in services performed. Continual accent on the community services aspect is best evidenced by the addition of a second field consultant. Statistical data for the academic year of 1949-1950 are as follows:

Adult Education Councils in operation	9
Lecture series conducted	11
Training Institutes for Group Discussion Leaders	32
Talks on Adult Education by staff of this department	11
Persons participating in Training Institutes	381
Persons attending lecture series	1950
Persons attending talks given by staff	900
Indiana cities and towns visited by staff	67

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[31] *Ibid.*, p. 69.

Community leaders contacted personally regarding program 403

Conferences and conventions coordinated . . . 177[32]

On July 1, 1950, Purdue-Indiana University Community Services in Adult Education became the joint project of the four state schools of higher education; Ball State Teachers College, Muncie, Indiana; Indiana State Teachers College, Terre Haute, Indiana; Indiana University, Bloomington, Indiana; and Purdue University, Lafayette, Indiana.[33] The new name for this organization was Community Services in Adult Education. The general purposes of this multi-school approach to adult education were to train individuals who are either professional or volunteer in the area of adult education, to research community adult education, and finally to assist small community adult education programs by aiding individuals to recognize and learn how to solve their problems responsibly and cooperatively.

In order to ensure continuity in the existing adult education program plus guide the cooperative enterprise between the four state educational institutions, a joint committee of officials was named. The advisory committee was headed by Dr. Paul Bergevin, Director of Community Services, and included Ford W. Hall, Dean of Adult Education and Public Service; W.W. Wright, Dean of Education, of Indiana University;

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[32] *Ibid.*, p.70.

[33] *Indiana University; The President's Report for 1950-51*, pp. 57-58.

C.W. Beese, Dean of Technical Extension; Verne C. Freeman, Associate Dean of Agriculture; Frank C. Hockema, Vice President and Executive Dean, of Purdue; R.E. Michael, Director of Extension Services of Ball State; and V.L. Tatlock, Director of Extension Services of Indiana State.[34]

A second significant event of special note occurred September, 1950 when Community Services divested itself of the responsibilities of the Conference Bureau. The Conference Bureau was reorganized and renamed the Bureau of Educational Conferences and placed under the directorship of Mr. Norris Wentworth.[35] With this particular move, the Bureau was better able to accomplish its goal of helping the citizens of Indiana to satisfy their adult education needs.

The academic year of 1950-1951 was marked by a growth and change in staff. Earl Tannenbaum replaced Robert Rollf as Field Consultant and instructor in Adult Education.[36] Mr. Tannenbaum's duties were to aid development of community education programs, to consult on adult education problems, and to assist with research. In February, 1951, Community Services employed two men in addition to the replacement of Robert Rollf. Mr. Robert F. Schwartz was employed to be Field

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[34] "Community Services Shortens Name, Broadens Horizons," Community Teamwork 3, December, 1950.

[35] Indiana University; The President's Report for 1950-51, pp. 57-58.

[36] "Community Services Welcome New Field Man," Community Teamwork 3, November , 1950.

Consultant in adult education for the northeast portion of the state. Mr. Schwartz had relevant experience in industry, counseling, and graduate training in psychology.[37] Mr. Richard Owsley had been employed as a Research Consultant and instructor in Adult Education. His previous experience had been the teaching of philosophy at Indiana University plus research work.[38] With the addition of two new consultants, Community Services expanded its services. Three principle areas were served by the consultants. The eighteen counties of northeast Indiana, the thirty counties of central Indiana and the twenty-five counties of southern Indiana were the areas served. Altogether seventy-three counties of Indiana were served by Community Services. The newest area to receive the service was the southern portion. The services extended to this sector included: Fine Arts Series, field courses in group process (given on a credit or non-credit basis), Instruction on Local Government, Small Community Art Clinic, and Training Institute for Group Discussion Leaders.[39]

The staff of Community Services during the 1950-1951 academic year was composed of five individuals: Dr. Bergevin, Director; Mr. Morris, Field Consultant; Mr. Tannenbaum, Field

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[37] "Two New Staff Members," Community Teamwork 3, March, 1951.

[38] Ibid.

[39] "Southern Indiana Added," Community Teamwork 3, May, 1951.

Consultant and Instructor of Adult Education; Mr. Schwartz, Field Consultant; and Mr. Owsley, Research Consultant and Instructor of Adult Education. The staff at this time strongly reflected the areas most important to the department--Field Services, Research, and Teaching.

In the area of research, the Department continued its pursuit of basic principles that are applicable to the establishment of local adult education programs. The three facets of this research project were:

1. Prepare a composite profile of the adult citizen in respect to his psychological and sociological background. Examine attitudes, opinions, and interest as they relate to adult education.
2. Determine adult education goals and draft appropriate schemes that will lead to their fulfillment.
3. Prepare methods of appraising the extent of individual participation in community adult education programs and the benefits derived from them.[40]

A second research project undertaken was conducted by Mr. Owsley. This study was an examination of the effectiveness of the Training Institute for Group Discussion Leaders.[41] The problem was explored by the use of a questionnaire mailed to approximately two hundred and seventy-five persons who had participated. The type of persons who participated, their opinions toward group discussion, their criticisms, and comments for improvement were gathered. In order to corraborate data collected on questionnaires, about one hundred personal interviews were conducted. It was believed that information derived from these two sources would provide sufficient data to develop some conclusions about the Training Institutes for Group Discussion.

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[40] Indiana University; The President's Report for 1950-51, pp. 57-58.

[41] Owsley, Richard M., "Aim to Improve Effectiveness," Community Teamwork 3, March, 1951.

In the area of service to Indiana communities, a complementary program to the Training Institute was developed. The new program was entitled Group Process Clinic.* The first Group Process Clinic was launched at the Purdue-Fort Wayne Center in March of 1951 in cooperation with the Unitarian Society.[42]

During the 1950-1951 academic year, a total of eighty-one students enrolled in three graduate courses in adult education at Indiana University. Although classes were limited to the Bloomington campus, plans were being developed to provide the courses to the other three campuses.

The following statistical data provides a picture of the scope of the program sponsored by Community Services in Adult Education during the 1950-1951 academic year:

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*See Appendix A.

[42] "Group Process Clinic," Community Teamwork 3, April, 1951.

Lecture series	22
Training Institutes for Group Discussion Leaders	23
Talks on Adult Education by Staff	35
Persons participating in Training Institutes	357
Persons attending lecture series	3300
Indiana cities and towns visited	98
Community leaders contacted	640 [43]

In the 1951-1952 academic year, Community Services continued to be sponsored by the four state institutions of higher education. The activities of the department remained largely in the area of informal adult education and service to Indiana communities. In addition to its major activities, Community Services conducted research programs and sponsored graduate programs in adult education.

Because Community Services was sponsored by four institutions instead of two, the financial responsibility was extended to the new participants. The two large institutions, Purdue University and Indiana University, shared equally, contributing about eighty-two per cent to the program. The remaining eighteen per cent was shared equally between the two teachers colleges.[44]

Early in the 1951-1952 academic year, Community Services in Adult Education lost one of its founders and enthusiastic supporters. Dean Ford P. Hall, dean of Adult Education and Public Service at Indiana University from 1946-1951, died on September 21, 1951. Hugh W. Norman, Associate Dean, assumed the responsibilities of this Division of Indiana University of which Community Services in Adult Education was a part.[45]

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[43] Indiana University; The President's Report for 1950-51, pp. 57-58.

[44] History of Community Services in Adult Education, p. 33.

In an attempt to meet the educational needs of people in Indiana, Community Services maintained a continuous and active research program which resulted in a better ability to serve. During 1951-1952 several new studies were initiated.

In cooperation with the Indiana State Board of Health, Community Services in Adult Education began a study in the field of Gerontology. The department attempted to:

1. Identify the problems of the aging population.
2. Use educational approaches for the solution of problems.
3. Stimulate individuals in this age group to participate in community activities.
4. Provide opportunities for research.
5. Assist in the acquisition of a healthful attitude toward aging.
6. Study various social aspects of the older adult.[46]

The second research project sponsored by Community Services was initiated July 1, 1951. Dwight Morris, Robert F. Schwartz, and Earl Tannenbaum, Field Consultants for Community Services in Adult Education, began a study into adult education needs of small Indiana communities.[47] The preliminary study took place in Vevay, Eaton, and Dugger, Indiana. A comprehensive survey of each community was made. Such items as the physical, economical, historical, educational, and sociological aspects were examined. The results of the investigation provided material for the development of community adult education programs.

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[45] "Ford P. Hall," Community Teamwork 4, November, 1951.

[46] History of Community Services in Adult Education, p. 42.

The third research project undertaken by the Community Services was the development of an Adult Education Directory. The directory was to include all adult educational programs within the state of Indiana.[48]

During the 1951-1952 school year, Community Services developed cooperation between the Graduate School and the School of Education concerning the offering of Adult Education courses. Seventy-five graduate students enrolled in three graduate adult education courses. Eight other students were engaged in special research work in adult education.[49]

In the area of publications, Community Teamwork, the

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[47] Indiana University; The President's Report for 1951-52, pp. 75-77.

[48] "Adult Education Directory to List Programs in State," Community Teamwork 4, December, 1951.

[49] Indiana University; The President's Report for 1951-52, pp. 75-77.

Community Services newsletter, was distributed to approximately seventeen hundred persons per printing.[50] Richard Owsley replaced Dr. Bergevin on the editorial board and Donald Smalley, Professor of English at Indiana University, replaced R. Collins. The editorial board was composed of the two individuals from Indiana University plus Robert W. Babcock and Howard C. Gillespie both of Purdue University.[51]

Other publications included a revised and enlarged version of Group Process in Adult Education by Dr. Bergevin and Dwight Morris.[52] The material in this eighty-six page booklet was tested in a variety of situations and found effective. The revised bulletin was released December 1, 1951, for the cost of seventy-five cents per copy.

In the area of field service, Community Services increased its coverage of the state and number of activities engaged in. The type of services provided by Community Services fell into one of three general categories. One, general community programs of education; two, training programs for the development of leadership; three, consulting services, assisting established adult education groups with educational problems.

General education programs provided by Community Services were few in 1951-1952 basically because of a lack in demand. The offerings that were available to Indiana citizens included: Local Government Clinic,* Community Art Clinic,* and Fine Arts Clinic.*[53]

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[50] Indiana University; The President's Report for 1951-52, pp. 75-77.

[51] "New Editors Named," Community Teamwork 4, December, 1951.

[52] "Community Services Reviews 1952 Activities," Community Teamwork 4, January, 1952.

The largest area of service provided by Community Services was the training program. Because of an increased interest in this area, Community Services created a new program. The new program was called Advanced Training Institute.[54] The institute was designed to sharpen basic adult education skills and then to give the participant further experience in the use of Group Discussion. This institute departed from past institutes in that it was scheduled as an on-campus activity for a period of one week. The first such institute was held on the Bloomington campus July 6 - 12, 1952.[55]

Within the state of Indiana, the Field Consultants were demonstrating and conducting discussion group programs and presenting Training Institutes to a variety of organizations. Such groups as the Indianapolis League of Women Voters and Indianapolis Parent-Teachers Association took advantage of Group Discussion Leadership programs.[56]

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*See Appendix A.

[53] History of Community Services in Adult Education, pp. 22-23.

[54] "Workship Is Planned for Advanced Leaders," Community Teamwork 4, May, 1952.

[55] Ibid.

[56] History of Community Services in Adult Education, p. 32.

The third aspect of field services provided by Community Services was the consulting activities of the Field Consultants. Field Consultants remained in contact with groups after their initial training was completed. Frequently these trained groups would need further assistance by a Field Consultant to aid in the solution of some educational problem.

The statistical information about the activities of Community Services indicates that many Indiana citizens were involved with some facets of adult education during 1951-1952.

Activity	Number	Persons
Lecture series	8	1820
Training institutes	20	240
Talks on adult education	37	4150
Indiana cities and towns worked in.	47	586
		6796 [57]

Summary

The Bureau of Community Organization for Adult Education was created in 1947 and it functioned within the Division of Adult Education and Public Services. The suggested purpose of this department was to be responsible for off-campus non-credit programs of adult education. This was an attempt by Indiana University to stimulate Indiana communities to study and develop activities which would aid in solving specific local problems. The Bureau initially accepted this assignment but soon it broadened the scope of its work. First, the Bureau attempted to develop Adult Education Councils within each community. Through the councils the Bureau taught persons how to responsibly solve their own problems by using the democratic process of group discussion. Second, for Indiana the Bureau provided areas lacking cultural and educational activities with general programs for the edification of the local citizens. In order to accomplish these goals, the staff of Community Services was required to go out into the state. During this period field service to the citizens of the state was the major activity of the Bureau.

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[57] Indiana University; The President's Report for 1951-52, pp. 75-77.

In order to better achieve the stated purposes, the Bureau adopted a multi-sponsorship approach so as to be closer to the people. A Newsletter was introduced by the Bureau to inform residents of adult education activities. Several formal adult education courses were introduced at the graduate level under the sponsorship of the Bureau. In order to meet its expanded commitment, the staff of the Bureau grew from one in 1947 to five in 1951-1952.

CHAPTER III

FORMATIVE YEARS

1952-1958

The middle years of the Bureau's history are reviewed in this portion. It is entitled the Formative Years. The title is descriptive of the events that occurred during this period. The department grew in responsibility and matured in philosophy. The formative period of the Bureau spans the six academic years between 1952-1953 and 1957-1958.

Community Services in Adult Education continued to be sponsored by the four Indiana schools of higher education during the academic year of 1952-1953. The principle function of this department was to stimulate, teach, and guide adults through the use of formal and informal adult education. Community Services was not attempting to solve educational problems with established ready-made programs. Rather Community Services sought to: one, teach how the individual functions most harmoniously and effectively within a group; and two, show the need for each citizen to participate in community activities. In addition it was hoped that through the use of adult education techniques persons could solve their own problems--either personal, institutional, or community.[58]

The functions of Community Services were accomplished through three integral and reciprocating programs: research, graduate study, and field services. In order for the adult education program at Indiana University to be effective, the staff had to function as a team.[59]

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[58] The President's Report, 1952-53, pp. 100-102.

Early in the 1952-1953 academic year, Community Services acquired two new Field Consultants. Mr. John McKinley, who formerly taught English at Indiana University, and Mr. Russell Vance, Jr., a teacher from Marion County Public Schools (Indiana), joined the staff of Community Services. Mr. Earl Tannenbaum left the staff for library work, while Mr. Robert Schwartz assumed a position with the Technical Extension Division of Purdue University.[60] The staff numbered five and included: Dr. Bergevin, Director; Mr. Morris, Field Consultant; Mr. Owsley, Research Consultant and Instructor in Adult Education; Mr. McKinley, Field Consultant; and Mr. Vance, Field Consultant.

In the area of research, Community Service focused on three general areas.

In September of 1952, a new program of church adult education was initiated by Community Services. This project had the financial support of the Lilly Endowment, Incorporated of Indianapolis, Indiana. Training Institutes for Group Discussion Leaders were conducted in the Episcopal Diocese of Indianapolis.[61]

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[59] Ibid., pp. 100-102.

[60] "Additions to the Staff," Community Teamwork 5, November, 1952.

[61] The President's Report, 1952-53, pp. 100-102.

The second research project was the in-service hospital adult education program.* The major purpose of this program was the improvement of overall staff relationship, providing better patient care, and improving the public image of the hospital in the local community.[62]

The third research program was a continuing program. Community Services through the years had gathered data from a variety of adult education activities. From this background of experience a mimeographed booklet was prepared by Dr. Bergevin and Dwight Morris. It was the intention of the authors for this booklet to assist persons in the development of their adult education program.*[63]

A fourth program of research was in the area of gerontology. Community Services was the host and sponsor for a two day workshop on this topic in September, 1952. One hundred and twenty-five persons representing a wide variety of organizations participated. The entire workshop was the beginning of a two year study on gerontology by Community Services.[64]

In the area of graduate study, courses available were the result of experimental study and field services. Because of cooperation between the Graduate School and the School of Education, it became possible for interested persons to use adult education courses in their graduate programs. The students enrolled in the three courses represented all of Indiana, eight other states, and nine foreign countries. During the second semester of the 1952-1953 school year a new course entitled The Adult Citizen was offered for the first time.[65]

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*See Appendix A.

[62] Ibid., pp. 100-102.

[63] Publications--1948-1966, p. 2.

[64] "Plan Two-Year Survey on Gerontology in State," Community Teamwork 5, November, 1952.

Field services in Indiana for the 1952-1953 academic year were numerous. The services provided emphasized specific programs that were usually sponsored by institutions or organizations. The number of general community-wide attempts at adult education were less frequent this year. The following is a breakdown of services provided in 1952-1953:

Service	Number of Meetings	Persons Present
Church Adult Education Study. . . .	90	1169
Hospital In-Service Adult Education Program	97	1433
County Health Adult Education Program	6	89
Public Health Adult Education . . .	10	304
Department of Public Welfare. . . .	4	55
American Heritage Program (Library Association)	7	98
Public Policy Institute	3	72

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[65] The President's Report, 1952-53, pp. 100-102.

Community Leadership Conference	26	471
League of Women Voters	2	25
The Small Community Art Clinic	4	825
Gerontology Workshop	1	125
Adult Education Conferences	2	175
School for Parents (P.T.A.)	2	300
Total	254	5141 [66]

The sponsorship of Community Services in Adult Education for the school year of 1953-1954 changed. The department once again was sponsored by the two universities, Indiana and Purdue. Ball State Teachers College and Indiana State Teachers College withdrew from sponsoring the program. The program became more centralized by being sponsored by the two universities. The headquarters for the department remained at Indiana University at 1804 East 10th Street.[67]

In addition to the change in sponsors, Community Services acquired a new Research Consultant. Dr. Robert M. Smith joined the staff on July 1, 1953 and replaced Richard Owsley. Dr. Smith received a Ph.D. in comparative literature from Indiana University in 1953.[68]

Community Services outlined three goals for itself in 1953-1954:

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[66] Ibid.

[67] Community Teamwork 6, November, 1953.

[68] Community Teamwork 6, December, 1953.

1. Assist people in becoming aware of methods to satisfy their needs through adult education programs.
2. Teach and assist people to plan and conduct their own adult education program based on successful education methods.
3. Observe and analyze the application and results of adult education programs.[69]

The philosophy underlying the research conducted by Community Services evolved from years of field experience. Basically the philosophy was that no single institution was to be emphasized as most appropriate for adult education. Rather, adult education could successfully meet the adult education needs of people in a variety of institutional settings. There were several reasons why the institutional approach was adopted:

1. The facilities and staff of Community Services made it necessary to restrict activities to a few areas.
2. This is where people were.
3. In most cases all four institutions existed in every community. The four institutions concerned were: industry, place of worship, educational organization, and hospitals.
4. These institutions served the people in the community.

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[69] The President's Report for 1953-54, pp. 112-18.

5. More productive work could be accomplished within an established organization.
6. A need for a continuing educational program was indicated by these institutions.
7. Within an institution, needs could be more easily recognized, and a program to meet the needs could be easily established.[70]

Thus research was directed towards the general problem of adult education and adult learning regardless of institutional setting. Educational methods were continuously examined and tested so that they might ultimately be applied to all adult education programs.

Research projects by Community Services for the year of 1953-1954 were in the following areas.

During the academic year of 1952-1953, Community Services conducted an experimental study into church adult education. The first year of experimenting produced encouraging results. Because of the results in this initial study, Lilly Endowment, Incorporated, made an additional grant of $4,000.00 to Community Services for further study.[71] The funds were to be used for two more years of study and the writing and publishing of a book about experiences and findings of the study.

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[70] History of Community Services in Adult Education, 50 pp.

[71] "Church Study Continues with New Grant by Lilly's," Community Teamwork 6, December, 1953.

Community Services began an adult education program for the Nursing Service staff of Veterans Administration Hospital of Indianapolis in October, 1952.[72] The in-service program proved very successful meeting the goals established by the Nursing Service. Because of results achieved, the hospital adult education program was expanded to seven other institutions throughout the state in 1953. Each hospital situation was different but the programs proved equally successful. Robert Vance, Jr. who was in charge of this project prepared a handbook for Hospital Adult Education. In addition to the handbook several articles were prepared for professional nursing journals.

During the 1953-1954 academic year, the slowly developing graduate program in adult education reached the point where it became possible to earn a masters or doctors degree in adult education.[73] The graduate courses attracted seventy students including many from foreign countries. Sufficient interest was shown in adult education courses so that four courses were offered for the first time in the summer of 1954.

In 1954 the first two degrees in adult education were granted. Major El Sayed Gamal Zaki of the Egyptian Army became the first student to receive a Master of Science degree in Adult Education at Indiana.*[74] Miss Banu Savli, a native of Istanbul, Turkey, became the first individual to receive a Ph.D. in Adult Education from Indiana University.*[75]

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[72] "Needs Recognized Through Institutional Programs," Community Teamwork 6, November, 1953.

[73] "3000 Persons Reached in Variety of Programs," Community Teamwork 6, January, 1954.

Field service activities performed by Community Services illustrated the fact that adult education programs could be adapted to a variety of institutions. The following information illustrates the type of sponsoring institution, number of meetings, and attendance for the year of 1953-1954:

Service	Number of Meetings	Persons Present
Hospital Adult Education	125	1859
Church Adult Education	290	4520
American Heritage and Library Programs	10	235
Governmental Agencies	6	82
County Health State Board of Health Public Welfare		
Industrial Adult Education	95	3655
General	16	322
Public Policy Community Leadership Conferences League of Women Voters Indiana Adult Education Association Association of Women Students (I.U.)		

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*See Appendix B.

[74] "Foreign Educators Study with Community Services," *Community Teamwork* 6, November, 1953.

[75] *Ibid.*

Adult Education Meetings	12	527
Parent Teachers Association	3	315
Nursing Groups	1	100
Lectures	8	763
Total	566	12378 [76]

Dr. Robert M. Smith became the chief editor of *Community Teamwork* beginning with the November, 1954 issue. Two supporting editors were Howard C. Gillespie of Purdue University and Donald Smally of Indiana University.[77]

A modification of the subheading of *Community Teamwork* appeared with the November issue. Formerly the subheading read "A News Letter about Adult Education for Hoosiers." Beginning with this issue the heading read "A News Letter about Adult Education."[78] The subheading change was a minor event in the history of Community Services lasting for only one year. However, it did reflect a greater interest by Community Services in adult learning within adult education programs.[79]

The goal of Community Services became helping people with adult education problems. This goal could be successfully accomplished by adopting the "institutional approach to the sponsoring institution . . . without compromising the educational values inherent in it."[80] The most appropriate place for this to occur would be where the people worship, work, and study.

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[76] *History of Community Services in Adult Education*, p. 61.

[77] *Community Teamwork* 6, November, 1953.

[78] *Ibid.*

[79] *Community Teamwork* 6, November, 1953.

In view of this expanded role, Community Services became involved in adult education activities outside of the state of Indiana. One of the more significant events to occur during this year was a request by the United States Department of State for the services of Dr. Paul Bergevin. Dr. Bergevin was invited to work in Egypt in adult education. In order to be available for this assignment, it was necessary for Dr. Bergevin to take a four month leave of absence from his post as director of Community Services.[81]

In another out-of-state adult education activity, Community Services engaged in a cooperative program with the National Social Welfare Assembly, Incorporated. This cooperative program involved preparing professional adult educators from foreign countries.[82]

The third out-of-state activity that Community Services engaged in was church adult education in cooperation with the National Council of the Episcopal Church. Community Services began this study in 1952 with a grant provided by

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[80] The President's Report for 1954-55, p. 117.

[81] History of Community Service in Adult Education, p.70.

[82] Ibid.

Lilly Endowment, Incorporated. It was an adult education program developed to be flexible and adaptable to any church. The program assisted responsible lay persons in determining their educational needs. Once the educational needs were established, a program of adult education was initiated, using tested methods and procedures. The Council utilized Community Services nationally to teach this new program which was entitled the Indiana Plan.[83]

Within the state of Indiana, Community Services continued to function. The Indiana Plan gained considerable attention from Indianapolis Protestant clergy. In the autumn of 1954, staff members of Community Services taught the Indiana Plan to the Indianapolis Federation of Churches. Nine different denominations were represented and included: Lutheran, Christian, Evangelical United Brethren, Disciples of Christ, Baptist, Friends, Methodist, Presbyterian, and African Methodist Episcopal.[84]

Community Services continued work in the area of in-service hospital adult education. Because of an interest on the part of various Indiana hospitals, a workshop for representatives of nine hospitals was scheduled.

Work in the library study program and adult education continued under the guidance of Dr. Robert M. Smith. One conclusion reached was that "the small town public library has almost limitless potentialities for developing adult education activities."[85] There was much interest shown in this program. Officials of the American Library Association and the Indiana Library Association observed a workshop clinic. Rutgers University extended an invitation to Community Services for a representative to attend an Institute in Library Adult Education at Rutgers.[86] The purpose of the invitation was to have the representative explain the program developed by Community Services.

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[83] Ibid.

[84] "Extend Findings in Church Study to Nine More Groups," Community Teamwork 7, December, 1954.

A total of seven different graduate courses in adult education were offered in the 1954-1955 school year by Community Services. Seventy-six students enrolled in adult education courses. The courses offered were D500, The Democratic Idea and Adult Education; D505, The Adult Citizen; D513, The Adult Education Program; D514, Group Process in Adult Education; D590, Research in Adult Education; D599, Masters Thesis in Adult Education; D650, Internship in Adult Education; and D799, Doctors Thesis in Adult Education.[87]

The 1954-1955 academic year was a significant one for Community Services, for during this year many of its approaches to adult education began to attract favorable attention nationally as well as in the state.

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[85] _The President's Report for 1955-56_, pp. 130-32.

[86] _Ibid._, p. 120.

[87] _Ibid._, p. 121.

The responsibilities that Community Services directed itself to in 1955-1956 were three:

1. Provide educational service to adults in communities throughout the state of Indiana.
2. Conduct research concerning adult education philosophy, problems, and methods.
3. Provide professional training in adult education by means of graduate study.[88]

Early in the 1955-1956 academic year, Community Services entered into a new area of adult education. In cooperation with the Dalton Foundries, Inc., Warsaw, Indiana, a long-range adult education experiment was initiated.[89] Mr. Dwight Morris, a Field Consultant from Community Services, was in charge of this project. The training program was unique in several aspects. First, the participants for this program were drawn from all levels of employment within the company, and secondly, the program was a departure from the traditional industrial training programs.

This program was in line with the stated philosophy of Community Services' institutional approach to adult education. The institutional approach was to educate adults where they worship, work, or study. Later in the same year the industrial study was expanded to the Indiana Gear Works of Indianapolis.[90] In addition to the expansion, the two companies concerned awarded Community Services eight thousand dollars to continue this long range adult education project.

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[88] The President's Report for 1955-56, pp. 130-32.

[89] "New Program in Industry Gets Underway at Warsaw," Community Teamwork 8, December, 1955.

In the area of professional training and graduate study, Mr. Arthur Burman of Powell, Wyoming, was one of forty-two national recipients of an award from the Fund for Adult Education.[91] Mr. Burman received four thousand dollars to continue study in adult education at Indiana University.

Community Services offered a total of nine graduate courses in adult education including D625, Seminar in Adult Education and 0625. The latter, 0625, was entitled Library Adult Education and was offered for the first time in the summer of 1956.[92] The course was developed and based on two and one-half years of field experience and research in Indiana libraries.

Educational service to adults in communities throughout the state of Indiana was one of the responsibilities of Community Services. The purpose of this service was to:

1. Develop material for lay leaders to use in adult education,

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[90] "Funds for Research Granted," Community Teamwork 8, April, 1956.

[91] "Funds for Graduate Study," Community Teamwork 8, May, 1956.

[92] "Professional Training," Community Teamwork 8, April, 1956.

2. Conduct long-term informal adult educational programs,
3. Consult on adult education problems,
4. Serve as resource persons for special programs and committees, and
5. Teach lay persons methods of adult education.[93]

Community Services met the educational needs of Indiana citizens and communities by concentrating on institutions. During the academic year of 1955-1956, Community Services served twenty different kinds of organizations and institutions. The total number of organizations and agencies assisted numbered sixty-two.[94] The institutions most frequently served were: churches, hospitals, public libraries, and industries.

In addition to the various research and field service programs conducted by the staff of Community Services, they also published two books and fourteen articles.* The articles were published in various professional journals and generally were about adult learning methods as developed by Community Services or adult education in libraries. In the area of publishing, the 1955-1956 year was the most prolific for the staff. Eight of the articles were by Dr. Robert M. Smith.[95]

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*See Appendix C.

[93] The President's Report for 1955-56, pp. 130-32.

[94] Ibid., p. 130.

[95] Publications--1948-1966, p. 3.

During the school year of 1956-1957, the Division of Adult Education and Public Service underwent a title change. It became known as the Division of University Extension.[96] This Division was responsible for nine extensions within the state of Indiana and six educational bureaus, one of which was Community Services.

The 1956-1957 academic year marked the beginning of the fifth year that the "institutional approach" to adult education was researched by Community Services. In the 1952-1953 academic year Community Services began work on "institutional" adult education within church and hospital settings. Five years later the institutional approach had been expanded and applied to other kinds of institutions such as public libraries, business, and industry. It was estimated that over sixty institutions were involved in this program. Results from this experiment have served as bases for nine articles in various professional journals and three books.

During this school year the staff of Community Services began to re-appraise and revise, where necessary, the graduate adult education curriculum at Indiana University. The revision program was due in part to:

1. Findings by Community Services through field service and research,
2. Reported research in adult education, and

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[96] The President's Report for 1956-67, p. 137.

3. A conference of professors of adult education held at Ann Arbor, Michigan.[97]

It was anticipated that, in addition to course improvement, new courses would be needed.

For the first time in Community Services history, graduate courses in adult education were scheduled for the Indianapolis Center. Thirty-five persons enrolled in the first two courses offered. A total of one hundred and forty-nine enrolled in adult education classes for the school year.[98] One degree was granted in adult education at Indiana University. It was a Master of Science degree.*

Two women were granted Leadership Training awards from the Fund for Adult Education: Mrs. Mary W. Hymon and Miss Dorothy Hawkins, both of Louisiana. This award made it possible for both women to pursue an advanced degree in adult education at Indiana University.[99]

Several adult education institutes were held during the 1956-1957 school year. A Library Adult Education Institute was held and attracted thirty individuals.[100] A second institute was held on campus and was in the area of Hospital Adult

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*See Appendix B.

[97] Ibid., pp. 137-138.

[98] Ibid.

[99] "Fellowships Granted," Community Teamwork 9, May, 1957.

[100] The President's Report for 1956-57, pp. 137-38.

Education. Thirty-two persons from thirteen towns participated.[101]

The Purdue University Division of Adult Education began a community-wide approach into the problem of aging. A full-time coordinator was appointed to direct the project. An investigation to gather data about aging, the aged, and agencies concerned with this problem was initiated. The study was entitled the Bartholomew County Retirement Study Foundation.[102]

Early in the academic year of 1957-1958 Community Services in Adult Education was renamed the Bureau of Studies in Adult Education.[103] Purdue and Indiana continued to jointly sponsor the activities of this department. The new title more accurately described the major purposes of the department. The major purposes of the department were:

1. Conduct research and field services in the area of adult education.
2. Conduct a graduate program in adult education (at Indiana University).
3. Disseminate sound information relating to adult education.[104]

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[101] Ibid.

[102] "Adult Education News Briefs Reveal Widespread Interest," Community Teamwork 9, November, 1956.

[103] The President's Report for 1957-58, pp. 112-13.

[104] "Mostly about Name Changing," Community Teamwork 10, March, 1958.

During the same school year Dr. Bergevin, director of the Bureau of Studies in Adult Education, became a full professor.[105] In addition to Dr. Bergevin, the staff included John McKinley, Dwight Morris, Dr. Robert M. Smith, and Dr. H. Mason Atwood.[106] During this school year Dr. Atwood joined the staff of the Bureau replacing Russell Vance. Dr. Atwood received his Ph.D. from the University of Wisconsin in the area of Adult Education.

In the area of graduate study in adult education, sixteen courses were taught in 1957-1958. The total enrollment in adult education for this school year was one hundred and sixty-nine.[107] In addition to the formal courses, on-campus adult education institutes were attended by over two hundred persons. Individuals who participated in either adult education graduate classes or institutes were from thirty of the states and nine foreign countries. One of the adult education courses available for students in the summer of 1958 was D505, The Adult Citizen. Any graduate student could take this adult education course and gain two and one-half credits.[108] The second doctorate, Ed.D., in adult education at Indiana University was granted this year. In addition three masters degrees in adult education were granted.*

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[105] The President's Report for 1957-58, pp. 112-13.

[106] "Mostly about Name Changing," op. cit.

[107] The President's Report for 1957-58, pp. 112-13.

[108] "Education News Briefs . . ." Community Teamwork 10, May, 1958.

Late in the academic year the Fund for Adult Education awarded two fellowships for the study of adult education at Indiana University. Mr. William Geisert of Bloomington and Louis Meeth, Jr., Clearwater, Florida, received the grants to assist them in their advanced graduate studies, leading to the doctorate in adult education.[109]

In the general area of field services the Bureau served eighteen different kinds of institutions. Institutions most frequently visited were: churches, hospitals, public libraries, community volunteer agencies, rural adult education agencies, and industry. A total of seventy-two different organizations were assisted.[110]

During the summer of 1958, the Bureau sponsored two five-day institutes in adult Religious Education, and one general Adult Education Institute was scheduled. The following were studied:

1. How to get better participation in group discussion,
2. How to provide sound democratic discussion leadership,
3. How to train discussion leaders and participants,
4. How to plan programs that meet needs and result in

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*See Appendix B.

[109] Ibid.

[110] The President's Report for 1957-58, pp. 112-13.

learning,

5. How to choose appropriate resources and methods, and,
6. How to set realistic program goals.[111]

In the area of the Bureau's newsletter, Community Teamwork was distributed to twenty-six hundred persons per printing. The staff produced ten articles and one book.[112] The great bulk of the material published was written by John McKinley, who authored or co-authored seven articles.[113] The epoch-making book that appeared in the 1957-1958 academic year was Design for Adult Education in the Church written by Dr. Bergevin and John McKinley. This book culminated five years of study in many local churches and greatly influenced the following years of the Bureau of Studies in Adult Education.

Summary

Six years comprised the Formative Years of Community Services. This period was characterized by growth and maturity. Community Services was initially assigned a limited role, but during the Formative Years adult learning was examined and investigated. Because of expediency, Community Services began to experiment with an "institutional approach" to adult education. The institutional approach was experimented with by the staff of Community Services within a variety of institutional settings. Due to this approach to adult education, Community Services gained recognition on the state and national levels from interested organizations.

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[111] "Adult Education Institute," Community Teamwork 10, May, 1958.

[112] The President's Report for 1957-58, pp. 112-13.

[113] Publications--1948-1966, p. 4.

During the Formative Years Community Services developed formal adult education courses and a graduate program in adult education. Many graduate students participated in the courses, and a total of five masters and two doctors degrees were granted in adult education during this period. Four fellowships were awarded by the Fund for Adult Education to students for advanced adult education graduate work at Indiana University. The period was concluded by the publication of Design for Adult Education in the Church by Dr. Paul Bergevin and John McKinley, which was the culmination of five years of study, research, and experimentation.

CHAPTER IV

EXPANSION YEARS

1958-1965

Eight years comprise the expansion period. In that period the Bureau of Studies in Adult Education became an academic department within the School of Education at Indiana University. The professional adult education program conducted by the Bureau became outstanding in regards to reported research, student enrollment, and available courses in adult education.

In 1958-1959 the Bureau of Studies in Adult Education entered the expansion years under the joint sponsorship of Purdue and Indiana Universities. The three major areas of responsibilities were identical to those identified in the previous years.

In the area of adult education research, the staff of the bureau continued to study the "institutional approach" to adult education within various settings. After five years of study in library adult education, Dr. Smith was able to report some of his findings. The library adult education study had four purposes:

1. Investigate means of motivating library personnel to life-long study and self-development through in-service education.
2. Discover how libraries could effect leadership in

community adult education.

3. Promote more productive libraries through in-service education.
4. Prepare graduate students to do effective work in library adult education.[114]

Some of the results that Dr. Smith was able to report follow:

1. Community problems and needs created more interest in developing group learning activities.
2. Better planning, presentation, and evaluation of group education activities such as workshops or conferences.
3. A developing appreciation by library personnel of the potential for adult education.
4. Increased cooperation and understanding among state library agencies and organizations.
5. The development of the Indiana Training Plan for Library Adult Educators and a reservoir of persons trained in its use.
6. A developing body of library personnel trained in the principles of adult education.
7. Preparation of several printed resources.
8. Increased concern for adult education by university

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[114] Smith, R.M., Faculty Annual Report, 1958-1959.

library school faculty and students.[115]

During the 1958-1959 year, two one-week Institutes in Library Adult Education were held. One was held on the Bloomington campus and the other at Evansville, Indiana, with a total attendance of sixty persons. In addition Dr. Smith authored an article that appeared in the September, 1959 issue of Adult Education. It was entitled "The Indiana Study in Library Adult Education."[116]

Dr. Atwood continued to function as an educational consultant to the Bartholomew County Retirement Study Foundation. He began his work on this study when he joined the staff of the Bureau in the school year of 1957-1958. This was a cooperative program between the Bureau of Studies in Adult Education of Indiana University and the Adult Education Department of Purdue University.[117] Basically the study attempted to determine how adult education might be applied to the aging phenomenon.

In the 1958-1959 academic year, the student enrollment in adult education courses rose to two hundred and twenty-seven. This figure represents approximately a thirty-four per cent increase over the 1957-1958 school year. The students who participated represented most of the forty-eight states in the United States and five foreign countries: Egypt, Iraq, Indonesia, Thailand, and Brazil. During this year there were three candidates for the masters degree and fourteen candidates for the Doctoral degree. Three masters degrees and the second doctorate in adult education were granted.[118]

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[115] "To Report on Indiana Study in Library Adult Education," Community Teamwork 11, May, 1959.

[116] Bergevin, P.E., Faculty Annual Report, 1958-1959.

[117] Atwood, H.M., Faculty Annual Report, 1958-1959.

During the 1958-1959 academic year, the faculty of the Bureau conducted eighteen institutes for persons interested in adult education. A total of four hundred and eighty-six persons representing all forty-eight states participated in the institutes.[119] Institutes were usually presented for leaders and personnel of hospitals, libraries, and churches.

Several new courses in adult education were in evidence in Community Teamwork during this year. They were: D512, A Survey of Adult Education; D525, The Teaching and Learning Process in Adult Education; and D660, Readings in Adult Education. In addition D523, Process and Procedures in Adult Education, I, was introduced.[120] This apparently was a substitution for the course previously entitled D514, Group Process in Adult Education.

Early in the academic year of 1959-1960, it was announced that the Bureau of Studies in Adult Education was the recipient of a twenty-five thousand dollar educational grant from Lilly

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[118] The President's Report for 1958-59, pp. 213-15.

[119] Ibid.

[120] "Summer Session at I.U.," Community Teamwork 11, May, 1959

Endowment, Incorporated, of Indianapolis, Indiana.[121] The grant provided fellowship funds for the study of adult education at Indiana University. Recipients of the fellowship had to be individuals who intended to pursue careers in the field of religious adult education. It was estimated that this fellowship might be distributed to benefit approximately eighteen persons over a five to six year period. A second grant from Lilly Endowment, Incorporated, was made to Dr. Paul Bergevin, Director of the Bureau of Studies in Adult Education.[122] The grant was made available to Dr. Bergevin so that he could study Scandinavian adult education.

During this year Mr. John McKinley received his doctorate in adult education from Indiana University.[123] As a result, the staff of the Bureau of Studies in Adult Education had four individuals with doctorates. The staff in 1959-1960 included Dr. Bergevin, Director of the Bureau; Mr. Morris; Dr. McKinley; Dr. Smith; and Dr. Atwood.

In the area of research, the Bureau of Studies began to investigate and study adult education in mental health. The initial exploratory study by Dr. McKinley took place at the Madison State Hospital, Madison, Indiana.[124] This research study was designed to proceed in four phases and to continue for three years. The first phase was to concentrate on the incarcerated mental patients. The problem was to determine how certain adult education principles could best be adapted to the needs and problems of the patients.

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[121] Bergevin, P.E., Faculty Annual Report, 1959-1960

[122] Ibid

[123] "Adult Education Studies," Community Teamwork 12, May, 1960.

[124] "Madison State Hospital Has Experimental Study," Community Teamwork 12, January, 1960.

A research project under the consultation of Dr. Atwood was conducted in the area of Gerontology. The study was entitled "A Study of Adult Education in Homes for the Aged."[125] The purpose of this study was to investigate the possibility of adapting and developing an adult education program for the residents of homes for the aged.

Increased enrollment in adult education graduate courses was evident. Graduate courses in adult education were carried on through the School of Education and through the Division of University Extension. The total enrollment for adult education courses for this year was two hundred and seventy-one. This represents a gain of twenty per cent over the previous year. The number of candidates for the masters degree during this year was nine, while seventeen persons were candidates for the doctorate in adult education.[126]

In an effort to develop a better graduate program in adult education at Indiana University, the graduate program was broadened to include appropriate behavioral science courses.

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[125] Atwood, H.M., Faculty Annual Report, 1959-1960.

[126] The President's Report for 1959-60, pp. 180-83.

In addition, two new adult education courses became available in this school year: D524, Processes and Procedures in Adult Education, II; and D513, The Adult Education Program.[127]

In 1959-1960 twelve institutes were conducted by the staff, qualified students, or certified trainers from the Bureau. The institutes were given throughout the country and involved approximately two hundred and seventy-two persons.[128]

The Bureau published Community Teamwork seven times a year. During this year thirty-five hundred copies were distributed at each printing. This represented a thirty-four per cent increase over the 1957-1958 distribution figures.[129]

In the academic year of 1960-1961, the Bureau of Studies in Adult Education was located at Rogers Center, 1809 East 10th Street, Bloomington, Indiana. The Bureau had maintained offices at this address since it moved from Wylie Hall in the 1949-1950 school year.

During the first semester of 1960-1961, Dr. Bergevin was on a sabbatical leave from his duties at the Bureau. Dr. Bergevin went to Scandinavia on a Lilly Fellowship to study adult education. He visited Denmark, Finland, and Sweden.

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[127] "Summer Graduate Courses," Community Teamwork 12, April, 1960.

[128] The President's Report for 1959-60, pp. 180-83.

[129] Ibid.

While in Helsinki, Finland, Dr. Bergevin addressed the faculty of the university. His topic was "The Role of the Modern University in Adult Education."[130] In Dr. Bergevin's absence Mr. Morris assumed the administrative duties of the Bureau.[131]

In the area of research, the study of adult education in homes for the aged continued. This study began in February of 1960. The location of this study was the Kennady Memorial Christian Home in Martinsville, Indiana. From the initial data it was evident that certain known conditions for effective adult education were applicable, but some modifications were necessary.[132]

A second study dealing with older adults in business and industry was started in cooperation with the Division of Adult Education of Purdue University. The purpose of the study was to investigate and develop a flexible adult education program in the area of retirement planning. A pilot program took place at the Western Electric Company, Indianapolis.[133]

The Mental Health and Adult Education study was continued during this year. The setting for this program was the Madison State Hospital, Madison, Indiana. The program was to be conducted in three phases over several years. The following phases were to be studied:

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[130] "News Briefs," Community Teamwork. 13, November, 1960.

[131] Morris, D., Faculty Annual Reports, 1960-1961.

[132] Atwood, H.M., Faculty Annual Reports, 1960-1961.

[133] Ibid.

1. The initial phase investigated the feasibility of developing an adult education program for mental health patients. Also the productive use of the patient's time and talents were sought.
2. The second phase involved hospital personnel in a training program so that they could carry on the adult education program for the patients within the hospital.
3. The third phase was tentatively designed for individuals who are in close contact with mental patients, such as the family of the patient.[134]

A new area of education that attracted the attention of the Bureau's staff was Adult Literacy Education. No definite plans for research were advanced at this date, but it was noted that further study was necessary.[135]

Graduate courses in adult education were offered at Gary, Indianapolis, Jeffersonville, and on the Bloomington campus. A new suggested requirement for the doctorate in adult education was initiated as a result of Dr. Bergevin's visit to Scandinavia. The reading knowledge of a Scandinavian language for all Ph.D. doctoral students in adult education was proposed by Dr. Bergevin.[136] This language could be used to fulfill one of the language requirements for adult educators seeking the Ph.D. degree. In addition candidates for the Ed.D. were encouraged to pursue the study of Danish. In the 1960-1961 academic year, one Ed.D. and two Masters degree in adult education were granted.

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[134] Bergevin, P.E., Faculty Annual Reports, 1960-1961.

[135] "Illiteracy Poses Problem for Adult Educators," Community Teamwork 13, November, 1960.

The conducting of institutes in the 1960-1961 academic year was a major field service activity by the Bureau. Institutes were designed to meet the adult education needs of various organizations. The major purposes of the eight kinds of institutes* were to assist persons in learning how to have more effective programs of adult education in their local situations.[137]

In 1960-1961 a total of nineteen institutes were conducted by the staff of the Bureau. Library and nursing personnel participated, as well as civic, social, and industrial groups. Between 1955 and 1961 eleven Institutes in Library Adult Education were conducted by the on-campus staff of the Bureau of Studies in Adult Education including two held during 1960.[138]

During the academic year of 1961-1962, the staff of the Bureau was temporarily reduced by forty per cent. Dr. Robert

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*See Appendix A.

[136] The President's Report for 1960-61, pp. 239-42

[137] "Institutes Offer Training for Adult Education Needs," Community Teamwork 13, February, 1961.

[138] Smith, R.M., Faculty Annual Reports, 1960-1961.

Smith began a two year leave of absence from his position as assistant professor of Adult Education at Indiana University. Dr. Smith went to Liberia as an adult education advisor to the Liberian government. He was invited to take this position by the Agency for International Development.[139] In addition to this vacancy, Mr. Morris was required to forgo his responsibilities for three and one-half months during the second semester of the year because of illness.[140] These vacancies made it necessary for the remaining staff to assume additional responsibilities. In regard to Community Teamwork, Dr. Atwood assumed Dr. Smith's duties upon the latter's departure.[141]

Four Lilly Fellowships were awarded during the 1961-1962 academic year. The fellowships were awarded to individuals for the study of adult education at Indiana University. The recipients were: Norman W. Jackson, Madison, Wisconsin; Morris B. Jacobson, Fort Wayne, Indiana; Clarence J. Sahlen, Chicago, Illinois; and Mary L. Shaffer, Pasadena, California.[142]

In the area of field services, the Bureau offered its first Institute in Adult Literacy Education. The program was under the direction of Dr. Richard Cortright, educational director of the Lauback Literacy Fund, Incorporated, Washington,

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[139] Bergevin, P.E., Faculty Annual Reports, 1961-1962.

[140] Morris, D., Faculty Annual Reports, 1961-1962.

[141] Community Teamwork 14, November, 1961.

[142] "Lilly Fellowships," Community Teamwork 14, November, 1961.

D.C. A total of thirty-one individuals participated in this first institute.[143] Because there existed a continual need for this type of training, the Bureau made plans for future literacy institutes. The Literacy Institute was one of sixteen adult education institutes conducted by the Bureau's faculty during this year. A total of four hundred and ten persons attended the institutes which averaged approximately twenty-five participants each.

In the 1961-1962 school year, the graduate program in adult education at Indiana University gained the distinction of being the largest program of its kind in terms of student body.[144] The number of persons pursuing a masters degree was nine while thirty-three individuals were candidates for the doctorate in adult education. Comparing the number of doctoral candidates during this year to the number of candidates for 1959-1960, it is evident that in two years there was an increase of ninety-four per cent in candidates for advanced degrees in adult education. The overall enrollment for adult education classes was two hundred and seventy-seven.

One facet of graduate study in adult education at Indiana University that became very important was the internship program. During the 1961-1962 year, D650 was expanded so it would be more significant for the student. In order that advanced graduate students would have an opportunity to practice their skills within supervised situations, they were given the opportunity to assist in the conducting of institutes and other adult education activities presented by the Bureau. Five credit hours were given for this work, which required the student to spend up to one hundred and twenty client contact hours in adult education programs.[145]

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[143] President's Report, Bureau of Studies in Adult Education, 1961-1962.

[144] Ibid.

In regard to the language requirement for Ph.D. candidates in adult education at Indiana University, it became official that all were to have a reading knowledge of a Scandinavian language.[146] In addition, a reading knowledge of a Scandinavian language was being considered for all Ed.D. and masters degree candidates.

As the Bureau began its sixteenth year, 1962-1963, it experienced its first change in sponsorship in nine years. The Bureau became the sole concern of Indiana University after fifteen years of various combinations of sponsorship.[147] The Bureau did remain within the Extension Division of Indiana University.

About the same time as the sponsorship change occurred, the Bureau moved from its old quarters at Rogers Center on

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[145] Ibid.

[146] Ibid.

[147] Community Teamwork 15, November, 1962.

10th Street to facilities in Owen Hall.[148] Community Teamwork, the Bureau's newsletter, immediately reflected the change. Prior to the change of sponsors, the seal and title of Purdue were part of the heading of the newsletter; but with the change they were deleted. An incidental change also occurred in the sub-heading of the newsletter. Formerly it had read "A Newsletter about Adult Education for Hoosiers," but it was changed to read "Notes about Adult Education for Hoosiers."[149]

A total of six Lilly Fellowships in adult education for the school year of 1962-1963 were awarded. The recipients were: Miss Helen E. Falls, New Orleans, Louisiana; and the Reverend Messrs. John R. Buttz, Bedford, Indiana; John Castle, Richmond, Indiana; G. Kenneth Gordon, Fort Laramie, Wyoming; James F. Martin, Bloomington, Indiana; and Earl R. Shay, Hope, Indiana.[150]

Lilly Endowment, Incorporated, of Indianapolis made a grant to the Bureau of Studies in Adult Education to continue its work in mental health. The project was entitled "Adult Education in Mental Health: A Developmental Study."[151] The mental health study had been going on for several years and grew out of Dr. McKinley's initial study at Madison State

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[148] Bergegin, P.E., Faculty Annual Reports, 1961-1962.

[149] Community Teamwork 15, November, 1962.

[150] "Lilly Fellowships Awarded," Community Teamwork 15, April, 1963.

[151] President's Report, 1961-1962.

Hospital. The additional funds provided by the Lilly Endowment allowed the study to continue for three to four years. The study had two major parts, the Hospital phase and the Community phase. Faculty and advanced graduate students in adult education were involved in this study.

The Bureau continued to develop its interest in adult literacy education. An Institute in Adult Literacy Education was held at the Bloomington campus of Indiana University in October, 1962.[152] A total of fifty-five persons attended this institute. Other work in literacy pursued by the Bureau included a study into the phenomenon of literacy. The study took place at the Indiana Reformatory, Pendleton, Indiana. The study was conducted by the staff and two students of the Bureau of Studies in Adult Education. Various methods and techniques for the improvement of reading and writing among functional illiterates were investigated.

A new study was initiated during this year. It was entitled "Adult Education and the Marginal Citizen."[153] Adult citizens who do not carry their full share of responsibility in a democratic society were the focus of this investigation. It was estimated that this would be a continuous study over a period of years.

The graduate program in adult education continued to grow. Fourteen persons were candidates for the masters degree in adult education. In addition, there were forty-four persons who were active candidates for the doctorate in adult education plus eight individuals who minored in adult education. The total enrollment in adult education courses for the 1962-1963 school year was two hundred and ninety-four individuals.[154] A total of six doctorates and six masters degrees in adult education was awarded from Indiana University during this year.*[155]

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[152] Bergevin, P.E., Faculty Annual Reports, 1962-1963.

[153] Ibid.

A new course in adult education was added during this year. It was D515, Adult Literacy and Fundamental Education.[156] This course grew out of a study and investigation by staff of the Bureau. Also beginning in the autumn of 1963, all doctoral candidates in adult education were required to have a reading knowledge of Danish.[157]

In response to a request by the United States Office of Education, the Department of State, and the Institute of International Education, the Bureau prepared an eleven-month, non-degree training program in adult education at Indiana University for foreign students. This program became operational in the fall of 1963 with the cooperation of the Graduate

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*See Appendix B.

[154] Ibid.

[155] Graduate Degrees in Adult Education Conferred by Indiana University.

[156] President's Report, 1962-1963.

[157] Ibid.

Division of the School of Education and the Graduate School.[158]

A milestone was achieved during the 1962-1963 academic year by the Bureau. The one hundredth institute in adult education was conducted by the Bureau.[159] In 1962-1963 ten adult education institutes were conducted by the Bureau faculty with a total attendance of three hundred and five persons.

In April, 1963, the Bureau announced the recipients of the 1963-1964 Lilly Fellowships for adult education. They were: the Reverend Messrs. R. Stephen Drane, Melber, Kentucky; Zena's E. Gerig, Kingston, Jamaica; Jimmy L. Tinkle, Little Rock, Arkansas; and E. Jerome Zeller, Atlanta, Georgia.[160]

In 1963-1964 Dr. Robert M. Smith, Assistant Professor of Adult Education, resumed his teaching duties with the Bureau of Studies in Adult Education at Indiana University.[161] During Dr. Smith's absence, Roye M. Frye held the position of teaching assistant and was a member of the Bureau's staff.[162] With the return of Dr. Smith the Bureau's on-campus staff once again became five.

During the 1963-1964 academic year the Bureau of Studies in Adult Education at Indiana University led in adult education research. Out of the twenty-nine colleges and universities reporting adult education research in the journal Adult Education, twenty per cent of the reported research was conducted by the Bureau of Studies in Adult Education at Indiana University.[163] In addition, the Indiana University graduate training program for preparing professional adult educators continued to be most outstanding amid twenty existing adult education programs. This appraisal was predicated upon three criteria: one, more graduate students were involved in adult education at Indiana University than the next three universities combined; in 1963-1964 there were fifty-five candidates for the doctorate and ten candidates for the masters degree in adult education at Indiana University; two, the teaching program was broader and more complete than any compared; a total of fifteen courses in adult education were offered; three, research conducted at Indiana University contributed more to the application of adult education in practical situations than any other which was reported.[164]

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[158] Ibid.

[159] Ibid.

[160] "Lilly Fellowships Awarded," Community Teamwork 15, April, 1963.

[161] Smith, R.M., Faculty Annual Reports, 1963-1964.

[162] "News and Notes," Community Teamwork 16, January, 1964.

A new research project was started in the 1963-1964 academic year in cooperation with the National Foundation (March of Dimes).[165] The Foundation awarded a grant to the

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[163] Bergevin, P.E., Faculty Annual Reports, 1963-1964.

[164] "I.U. Leads in Adult Education Research," Community Teamwork 16, November, 1963.

[165] "National Foundation Grant for Adult Education Study," Community Teamwork 16, March, 1964.

Bureau of Studies in Adult Education in order that a two-year study could be carried out. The purpose of this study was to develop and test an effective training program for county workers who conduct annual "March of Dimes" campaigns. Methods of recruiting and motivating chapter and March of Dimes leaders were also studied.

In the area of formal adult education courses, changes were occurring. D513, Theory and Practice of Program Development in Adult Education, was developed. D650, Internship in Adult Education, continued to be developed. During the 1963-1964 academic year the number of credits given for this course changed from five to six. The purpose of this course continued to be to allow students to demonstrate their ability in translating theory into practice under the supervision of a faculty member of the Bureau.[166]

In May, 1964 the Lilly Fellowships were awarded for the following academic year of 1964-1965. They were awarded to: Miss Dawn E. Dridan, Milwaukee, Wisconsin; Miss Irene Imbler, Pasadena, California; and the Reverend Messrs. Carl L. Chappell, Bedford, Indiana; Robert W. Steffer, Fort Knox, Kentucky; and Wayne O. Craig, Louisville, Kentucky.[167]

The graduate program in adult education at Indiana University continued to reflect growth. During the 1963-1964 school year, there were fifty-five candidates[168] for the doctoral degree as compared with forty-four in 1962-1963 and thirty-three doctoral candidates in 1961-1962. In addition, there were six persons graduated with a doctorate in adult education.[*169] Two of these were Ph.D.'s and four were Ed.D.'s. Four persons received a masters in adult education from Indiana University.

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[166] McKinley, J., Faculty Annual Reports, 1963-1964.

[167] "Lilly Fellowships Awarded," Community Teamwork 16, May, 1964.

During the 1964-1965 academic year the Bureau of Studies in Adult Education was officially transferred from the Division of University Extension to the School of Education.[170] The Bureau had worked co-operatively with the School of Education in offering graduate adult education courses. Because the Bureau became more academically orientated the change was appropriate. Coinciding with this change, new office facilities were secured. The Bureau moved from its Owen Hall offices in October, 1964, to take up residence at 309 South Highland Street.[171]

In order to continue financial assistance to qualified persons for study in adult education, two grants were received by the Bureau. Lilly Endowment, Incorporated, which had in

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[*] See Appendix B.

[168] Bergevin, P.E., Faculty Annual Reports, 1963-1964.

[169] Graduate Degrees in Adult Education Conferred by Indiana University.

[170] Bergevin, P.E., Faculty Annual Reports, 1964-1965.

[171] Ibid.

1960 provided the Bureau with funds for Adult Religious Education fellowships, repeated the gift.[172] The original Lilly Endowment funds provided twenty fellowships over a four-year period. In addition to the Lilly grant, the Bureau received funds from Cummins Engine Foundation, Columbus, Indiana, for three fellowships in Adult Education for the academic year of 1965-1966.[173]

Two achievements of special note were accomplished by the Bureau in this year. First the Bureau conducted its one hundred and fiftieth adult education institute. It was estimated that four thousand persons had participated in the one hundred and fifty institutes over the years.[174] Second, the Bureau, for the second consecutive year, led all other colleges and universities in adult education research reported in the professional journal Adult Education.[175] Indiana University accounted for more than fourteen per cent of all studies reported by United States colleges and universities.

A new course was developed and made a requirement of all individuals who major in adult education. The new course was developed in cooperation with the Indiana University Department of Physiology and Madison State Hospital. The new course was entitled "Applied Neurology."[176]

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[172] "Lilly Fellowships in Adult Education." Community Teamwork 17, November, 1964.

[173] "Cummins Engine Foundation Fellowship," Community Teamwork 17, November, 1964.

[174] Smith, R.M., "One Hundred and Fifty Institutes in Adult Education," Adult Leadership 14:90-91, September, 1965.

[175] "I.U. Again Leads in Adult Education Research," Community Teamwork 17, November, 1964

In May, 1965, the Lilly Fellowship recipients were announced for the following school year. They were: Miss Sachiko Yoshizawa, Tokyo, Japan; and the Reverend Messrs. Robert H. King, Chicago, Illinois; and Carroll A. Londoner, Ontario, California. Mr. Curtis N. Dollins was the recipient of the Cummins Engine Fellowship for the 1965-1966 school year.[177]

The Bureau of Studies in Adult Education had seven persons receive doctorates in Adult Education and six individuals receive masters degrees in 1965.*[178]

During the 1964-1965 academic year Dr. Robert Smith resigned from the Bureau of Studies in Adult Education after fifteen years of service. Dr. Smith decided to go to Africa and work in Nigeria. Dr. Smith noted that the adult education program at Indiana University was "unquestionably the finest professional training program for adult educators in the world." Dr. G. Kenneth Gordon, who received his Ed.D. in Adult Education from Indiana University in 1965, replaced Dr. Smith on the staff of the Bureau of Studies in Adult Education.

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*See Appendix B.

[176] Bergevin, P.E., Faculty Annual Reports, 1964-1965.

[177] "Fellowships in Adult Education Awarded," Community Teamwork 17, May, 1965.

[178] Graduate Degrees in Adult Education Conferred by Indiana University.

Summary

In summary it can be noted that the Bureau of Studies in Adult Education grew rapidly and experienced several significant changes in the Expansion Years. First, the sponsorship of the Bureau was assumed solely by Indiana University, and secondly, the adult education program became part of the School of Education. These changes indicated a basic shift in philosophy--a change from the service orientation to the academic orientation.

The Bureau's main function in the Expansion Years was to share with interested persons what had been learned about adult education. Two programs were employed by the Bureau in the dissemination of this material. One, the Bureau maintained and conducted adult education institutes for lay adult educators. Two, a graduate study program was offered for individuals wishing to prepare for careers in adult education. Both of these programs started in the Formative Years and grew in size and scope during this period.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

In 1947 the Bureau of Studies in Adult Education at Indiana University was founded. Entitled the Bureau of Community Organization for Adult Education, it was assigned the task of providing off-campus non-credit courses and programs in adult education. This program of adult education was an attempt by Indiana University to enrich the lives of adults within the state in order that they might live a more satisfying life. To accomplish this task, the Bureau sponsored a variety of adult education programs in Indiana communities. These programs ranged from assisting local communities in solving their adult education problems to providing general adult educational activities. In addition to the field services, the Bureau began a program of research which examined how adults learned effectively and the conditions that promoted learning in practical situations. Within the period entitled The Prelude (1947-1952) several significant events occurred. One, the staff of the Bureau grew to five in order to meet its commitment in the area of field services; two, the sponsorship of the Bureau shifted from a single sponsor, Indiana University, to a multi-sponsorship operation including four state schools of higher learning; three, several formal adult education courses were offered at the graduate level on the Indiana University campus; and four, a newsletter about adult education activities in Indiana was introduced. All during this period a pervasive philosophy guided the Bureau's endeavors. The fundamental philosophy revolved around the idea that people, when properly trained, could become mature citizens in a democratic society, and as mature citizens could responsibly meet and resolve personal and community problems through the democratic process.

The Formative Years of the Bureau began with the academic year of 1952-1953 and continued to academic year 1957-1958. The Bureau, then known as Community Services, began to experiment with the institutional approach to adult education because of expediency. The expediency was created when the demand for Community Services service exceeded the staff capabilities. From the ongoing program of research and experimentation sponsored by the Bureau, many insights into how adults learn and the circumstances surrounding learning were applied to the institutional approach to adult education. The institutional approach was utilized by the Bureau because it offered an established body of people who have common concerns. No particular institution was emphasized. Rather the Bureau was concerned about learning which would enable adults to develop and mature so as to function as responsible citizens within an institution and a democratic society.

The Bureau concentrated on three principle areas in adult education during this period. Research in adult education continued with emphasis on how to promote and effectively utilize adult education within institutional settings. A graduate program in adult education leading to a masters or doctoral degree was developed and carried on in cooperation with the Graduate School and the School of Education. Finally a program of training lay persons in adult education techniques was developed and sponsored by the Bureau and was entitled Institutes in Adult Education.

The Formative Years were punctuated with several noteworthy events. Among these were: one, the sponsorship of the Bureau shifted to Indiana and Purdue Universities; two, Community Services became known as the Bureau of Studies in Adult Education; three, the first graduates from the adult education program graduated from Indiana University; four, the Bureau received state and national attention in the form of requests for services from the Bureau's faculty; and five, a five year study into church adult education, supported by a grant from Lilly Endowment, Incorporated, concluded with the publication of _Design for Adult Education in the Church_ by Paul Bergevin and John McKinley.

The Expansion Years began with the academic year of 1958-1959 and continued until the academic year of 1964-1965. Four fundamental assumptions characterized the Bureau's approach to adult education:

1. Adult education activities must be provided and improved in quality in order that people and the

democratic way might continue to be productive and healthy.

2. Adult education should be regarded as a process for developing mature responsible citizens in a democratic society.
3. The task of adult education is to assist people in understanding themselves, others, and their role as responsible citizens.
4. All people, with guidance, can learn how to develop their own adult education programs.

The principal areas of responsibilities that the Bureau addressed itself to grew substantially. Research into institutional adult education continued with emphasis on developing mature citizens. During the latter portion of this period--1962, 1963, and 1964--the Bureau of Studies in Adult Education reported more adult education research than any other college or university adult education department. Some of the research projects initiated during this period were: adult education for mental health, adult education and alcoholism, adult education and gerontology, and adult fundamental and literacy education.

In order to disseminate information about adult learning and the conditions that promote it, the Bureau sponsored two kinds of educational activities. The first was Institutes in Adult Education for interested lay persons from various institutions, organizations, and agencies. In 1965 the Bureau had sponsored over one hundred and fifty Institutes in Adult Education with an estimated attendance of over four thousand persons. The second activity was a program of graduate study leading to an advanced degree in adult education. Between 1954 and 1965 thirty doctorate and twenty-nine masters degrees were granted by Indiana University in adult education.

Several of the more significant events that occurred during this era were: one, the Bureau received two grants from Lilly Endowment, Incorporated and one from Cummins Engine Foundation for fellowships in adult education at Indiana University; two, the full sponsorship of the Bureau was assumed by Indiana University; and three, the Bureau of Studies in Adult Education was transferred from the Division of University Extension to the School of Education. This transfer reflected the Bureau's change in emphasis--a change from a service orientation to one of academic orientation.

The term Expansion Years is descriptive of the growth and development that characterized this era. This growth and development was achieved by research, study, and experimentation over the years and is indicative of the reputation that the Bureau of Studies in Adult Education has achieved.

Conclusions

1. The Institutional approach to adult education as developed by the Bureau of Studies in Adult Education is a more practical method of reaching people than previously utilized.

2. The graduate training program in adult education at Indiana University has become the largest professional program of its kind in the United States. Over fifty thousand dollars for fellowships has been granted to the Bureau of Studies in Adult Education for graduate work in adult education at Indiana University.

3. The Bureau of Studies in Adult Education is one of the leading sources of practical adult education research in North America. A portion of the Bureau's research in adult education has been financed by research grants.

4. The Bureau's staff has remained at five for fifteen years. Due to increased on-campus responsibilities, off-campus adult education programs have had to be curtailed.

5. The Bureau's title, Bureau of Studies in Adult Education, adequately describes the nature of the program.

6. The Bureau's program of adult education has shifted from being a service organization in the University Extension Division to an academic department in the School of Education.

7. Adult Education Institutes conducted by the Bureau

have been designed to disseminate information about adult learning. Between 1955 and 1965 these institutes have successfully attracted over four thousand persons.

8. The fundamental philosophy of the Bureau has been the universal concern for learning which will enable adults to develop as mature citizens in a free society.

9. Several of the institutional adult education programs, business and industry and library adult education, have not been wholly successful in sustaining themselves.

10. The Bureau of Studies in Adult Education was early to recognize the problems of and need for adult literacy and fundamental education.

Recommendations

The following recommendations are offered on the basis of this study:

1. This study has dealt exclusively with the history and development of the Bureau as it has been recorded in official and semi-official documents. An in-depth subjective study is necessary to determine the underlying factors that influenced the Bureau's course of action.

2. A study comparing the historical development of the Bureau of Studies in Adult Education and the national adult education movement during the same time period would aid in explaining what outside factors might have influenced

the development of the Bureau.

3. The files and records, available from the Bureau's office and necessary for this study, were marginal in adequacy. It is recommended that the Bureau develop and maintain a more adequate set of records concerning the Bureau's activities. These records would ensure future researchers of the Bureau a ready and more complete set of resource materials.

4. This study was initially designed to examine selected characteristics of adult education graduate students and professors at Indiana University. Due to circumstances beyond the control of the investigator, this portion of the study could not be effected. It is suggested that the Bureau develop, administer, and maintain standardized personnel profile forms on each adult education candidate and professor at Indiana University.

BIBLIOGRAPHY

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BIBLIOGRAPHY

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Information on Paul Emile Bergevin, Bureau of Studies in Adult Education, Indiana University, Bloomington, Ind. unpublished, 1961, 2 pp.

Johnstone, John W.C., and Rivera, Ramon J., Volunteers for Learning, Aldine Publishing Co., Chicago, 1965, 624 pp.

President's Report, Bureau of Studies in Adult Education, Indiana University, Bloomington, Ind., unpublished, 1961-1962 and 1962-1963, 2 vols.

The President's Report for 1946-47 through 1960-61, Indiana University, Bloomington, Ind., 1947-1961, 15 vols.

Publications--1948-1966, Bureau of Studies in Adult Education, Indiana University, Bloomington, Ind., unpublished, 1966, 7 pp.

Smith, Robert M., "One Hundred and Fifty Institutes in Adult Education," Adult Leadership 14:90-91, September, 1965.

APPENDICES

APPENDIX A

DESCRIPTION OF ADULT EDUCATION PROGRAMS

Adult Education Councils

An adult education council was composed of responsible citizens who functioned in a specific community. The council was formed to function as a coordinating body within the community. Its task was two-fold: one, to study adult education needs and problems within the community and two, to coordinate and integrate the adult education activities within the community.

The organization of the council was usually followed by a leadership training course for adult education council members. The purpose for the training course was to familiarize the lay volunteer leaders with the methods of conducting adult education programs in their community. Field Consultants from Community Services assisted in the formation of these councils. The function of the Field Consultant was that of a resource person.

Training Institutes for Group Discussion Leaders

Training Institutes for Group Discussion Leaders were specific programs developed by the Bureau of Community Organization for Adult Education and were offered during the prelude period. These programs were designed to be presented in local communities throughout the state. Dr. Bergevin believed that, in essence, group discussion exhibited many of the characteristics of a democracy. Group discussion was valued because people could take an active and responsible role in arriving at solutions through group consensus. The program was flexible enough to meet the needs of a variety of organizations. The basic program consisted of two three-hour sessions of instruction, demonstrations, and participation which involved fifteen to twenty persons.

Usually participants were selected after an initial meeting between a Bureau Field Consultant and representatives of interested organizations. The Bureau Field Consultant explained to the representatives the nature of the program. During the actual Institute, the Field Consultant explained to the participants how discussion fits into the democratic society. Devices for eliciting and controlling discussion were also suggested. Following an explanation and demonstration of Group Discussion, the Field Consultant led the group in a discussion of a topic of mutual interest to the participants. In the initial group discussions, the responsibilities of the leader were accentuated. In subsequent sessions, the consultant became an observer and critic of the discussion process. For each session a new leader was selected. At the conclusion of each session, a critical review was performed with special attention given to the aptness of the leader's performance.

The Group Process Clinic

This program was a sequel to the Training Institute for Group Discussion Leaders and was also offered during the prelude period. The basic intent of this program was to extend and amplify techniques learned in the training institute. Adult education procedures other than group discussion were presented and explained. Advantages and limitations of each technique were considered along with criteria for their use.

This clinic was locally sponsored and presented in Indiana communities. The clinic consisted of four three-hour sessions. The following adult education techniques were considered: panel, the panel-forum, the symposium, the symposium-forum, the colloquy, the speech, the speech-forum, the committee, the conference, and the convention. The consultant initially explained each procedure. After a discussion of each, a demonstration of the technique followed. A follow-up discussion evaluated each demonstration so that the participants could become thoroughly acquainted with the technique.

Local Government Clinic

Clinics of this type were designed to aid persons and communities to deal more directly with specific problems during the prelude period. The Local Government Clinics were presented in local communities in Indiana. The purpose of the clinic was to inform citizens about the nature, function, and problems of government. Experts in the various facets of government participated in these clinics. Topics such as taxes, welfare, and schools were discussed by a panel of local persons and government experts. A forum followed the panel discussion so as to allow discussion from interested citizens.

Community Art Clinic

These clinics were held in Indiana communities during the prelude period for interested persons. Each clinic was led by a lay artist. The purpose of these programs was to assist persons to make more constructive use of their leisure time. A typical program involved a lay artist who presented his work while explaining his motivation and technique. It was hoped that this aesthetic experience would stimulate creative efforts on the participants' part or at least increase their appreciation of art.

The Fine Arts Series or Clinics

The Fine Arts Series or Clinics were presented in Indiana communities by experts in each of the fields. Art, music, theater and literature were the forms presented and examined. The purpose of the Fine Arts Series was to interest [illegible] acquaint the participants with the various cultural aspects of the arts. The experts often presented examples for examination by the participants. Principles by which various art forms could be judged were also included in the presentations.

A forum was used at the end of each of the Fine Arts presentations to allow the participants to develop their own insights.

In-service Adult Education

This was an institutional adult education program developed to meet the needs of hospitals. This program was offered during the Formative Years. The individuals involved were nurses and nurses' aids. They established for themselves four goals. These goals were:

1. To give better patient care,
2. To gain more knowledge,
3. To gain unity within wards and among units, and
4. To be better informed in hospital techniques.

Through the cooperation of Community Services in Adult Education, a Training Institute for Group Discussion Leaders was given to the nurses and nurses' aids. Following the initial training, sixteen study discussion groups involving all the nurses and nurses' aids began to function. The Field Consultants from Community Services continued to assist the discussion groups on a consultative basis to insure the success of the program.

Adult Education Institutes

The Bureau of Studies in Adult Education maintains eight kinds of Insitutes which have been tested and are applicable to a variety of organizations, institutions, and agencies. They are as follows:

1. Institute for Discussion Leaders and Group Participants.
   Time: two days or twelve hours of instruction.
   Emphasis is on developing and practicing skills of responsible leadership and group participation.
2. Institute for Discussion Trainers.
   Time: three days, with option on a fourth.
   Emphasis is on the skills and problems encountered when teaching fundamental discussion principles.
3. Institute on Program Planning.
   Time: one day or six hours.
   Tested procedures for program planning are demonstrated and practiced.
4. Institute on Program Planning and Techniques.
   Time: two days or twelve hours.
   Same as number three but includes more opportunity for practice.
5. Institute in Adult Education.
   Time: five consecutive days or ten three-hour evening sessions conducted over a period of two weeks.
   An intensive training program designed to help clergy and lay leaders learn how to adapt the Indiana Plan for Adult Education to their local churches.
6. Institute in Library Adult Education.
   Time: five consecutive days or ten three-hour evening

sessions conducted over a period of two to four weeks.

The program is primarily designed for library personnel. The Institute acquaints library personnel with the Indiana Plan and how to effectively utilize it within libraries.

7. Institute for Teachers of Adults.

   Time: one day or six hours.

   Designed primarily for teachers of adults in more formal situations. Deals with: Characteristics of adults as learners; physical and psychological factors in the teaching-learning situation and how they can affect the teacher and the learner; and teaching practices.

8. Institute in Adult Literacy and Fundamental Education.

   Time: three days or twenty-four hours.

   An intensive training program designed for persons interested in helping non-reading adults to learn to read and write. The principle theme is "each one teach one," however other adaptations are suggested.

APPENDIX B

GRADUATE DEGREES IN ADULT EDUCATION CONFERRED BY INDIANA UNIVERSITY

Year	Doctorate Adult Education Major	Master's Degree	Doctorate Adult Education Minor
1954	Savli, Banu (Ph.D.)	Zaki, Elsayed Gamal (M.S. in Ed.)	
1955			Williams, Wendell W. (Ph.D.)
1957		Khalil, Subhi (M.S. in Ed.)	
1958	Zaki, Elsayed Gamal (Ed.D.)	Ibrahim, Hilmi M. (A.M.) Coralde, Dominador (M.S. in Ed.) Vanderberg, Ager L. (M.S. in Ed.)	Ibrahim, Hilmi M. (Re.D.)
1959	Burman, Arthur (Ed.D.) Webster, Sherman N. (Ed.D.)		Ismail, Hafez Abdel (H.S.D.) Khalil, Subhi (Ed.D.)
1960	Hymon, Mary Watson (Ed.D.) McKinley, John (Ed.D.) Tadros, Samy Samaan (Ph.D.)	Bircher, Jack (M.S. in Ed.) Kramer, Carol Schlamp (A.M.) Neal, Blanche (M.S. in Ed.) El-Farnawany, Mariam (M.S. in Ed.)	Al-Hamdani, Muwaffak (Ph.D.) Al-Karbouli, Hamad (Ed.D.) Rockwood, Ruth (Ed.D.)

Year	Doctorate Adult Education Major	Master's Degree	Doctorate Adult Education Minor
1961	Loessner, Ernest J. (Ed.D.)	Berry, Mary A. (M.S. in Ed.) Guernsey, Helena (M.S. in Ed.)	Tyo, John (Ed.D.) Wilson, George T. (Re.D.)
1962	Willsey, Frank Richard, Jr. (Ed.D.) Whiting, Geoffre A. (Ed.D.)	Jacobsen, Morris B. (A.M.) Badger, Mary (M.S. in Ed.)	Sato, Edward (Re.D.)
1963	Crawford, Aubrey A. (Ed.D.) Shay, Earl R. (Ed.D.) Ackerman, Ora R. (Ed.D.) Frye, Roye M. (Ed.D.) Martin James F. (Ed.D.) Miller, Charles E. (Ph.D.)	Jackson, Norman W. (A.M.) Imagnu, Yeshi Emabet (A.M.) Croft, Frederic A. (A.M.) Gordon, G. Kenneth (M.S. in Ed.) Sanders, William H. (M.S. in Ed.) Martin, James F. (M.S. in Ed.)	Mears, John (Ed.D.)
1964	Bircher, Jack (Ed.D.) Croft, Frederic A. (Ph.D.) Leypoldt, Martha M. (Ed.D.) Jackson, Norman W. (Ed.D.) Henney, R. Lee (Ph.D.) Shaffer, Mary L. (Ed.D.) Mason, W. Dean (Ed.D.)	Tinkle, Jimmy L. (A.M.) Lepper, Karl (M.S. in Ed.) McKitrick, Myron (M.S. in Ed.) Castle, John David (A.M.)	Smith, Herbert (Ed.D.) Behbehanian, Gholam Reza (H.S.D.) Hug, John (Re.D.) Hurley, Mildred (Ed.D.)

Year	Doctorate Adult Education Major	Master's Degree	Doctorate Adult Education Minor
1965	Dobbs, Ralph C. (Ed.D.)	Jensen, David (M.S. inEd.)	Sanders, William H. (Ed.D.)
	Reinbold, John D. (Ed.D.)	Atkinson, Thomas G. (M.S. in Ed.)	
	Castle, John David (Ph.D.)	Buttz, John R. (M.S. in Ed.)	
	DiVincenti, Marie (Ed.D.)	Hughes, Paul (M.S. in Ed.)	
	Geisert, Mollie McGrath (Ed.D.)	Rominger, Roger (M.S. in Ed.)	
	Marcano-Blanco, Rafael (Ed.D.)	Arnold, H. Merrell (A.M.)	
	Gordon, George Kenneth (Ed.D.)		

APPENDIX C

PUBLICATIONS BY STAFF AND STUDENTS OF THE BUREAU OF STUDIES IN ADULT EDUCATION, INDIANA UNIVERSITY BETWEEN 1948-1965

1948-49

Community Teamwork, by Paul Bergevin, Purdue-Indiana Universities, 1948, 24 pp.

A Philosophy for Adult Education, by Paul Bergevin, Purdue-Indiana Universities, 1949, 19 pp.

"What Has Happened to Apprenticeship?" by Paul Bergevin. Appeared in Education, a monthly magazine published by the Palmer C., Boston, April, 1949, pp. 502-505.

1949-50

"Community Organization in a Democratic Society," by Paul Bergevin. Appeared in The Journal of Educational Sociology, November, 1949, pp. 135-140.

"A Short Study of a School for Parents," (Monograph) by Paul Bergevin.

"The Proceedings and an Evaluation of the Purdue-Indiana Universities Third Annual Conference on Adult Education," (Monograph) by Paul Bergevin.

"Adult Education Activities in the Public Schools," by Dwight H. Morris. Appeared in National University Extension Association Bulletin, Vol. XV, No. 3, November, 1949.

1950-51

"Evaluation of the Training Institute for Group Discussion Leaders," (mimeographed) by Paul Bergevin.

Group Processes in Adult Education by Paul Bergevin and Dwight Morris, Purdue and Indiana Universities, Bloomington, Indiana, 1950, 86 pp.

1951-52

"A Short Study of the County Institute on Local Government," (report) by Earl Tannenbaum.

Review of Paul L. Essert's book Creative Leadership of Adult Education, in National Extension Association Bulletin, Vol. XVII, No. 6, February, 1952, by Earl Tannenbaum.

"A Short Evaluative Study of the Training Institute for Group Discussion Leaders," (report) by Richard Owsley.

1952-53

"The Preliminary Report of a Study in Church Adult Education," (mimeographed) by Paul Bergevin and John McKinley.

"A Sample Church Adult Education Program," (mimeographed) by Paul Bergevin and John McKinley.

"Studies in Adult Education--a graduate program," (mimeographed) by Paul Bergevin and John McKinley.

"A Summary of the Preliminary Report of a Study in Church Adult Education," mimeographed) by Paul Bergevin and John McKinley.

"An Evaluation of the Training Institute for Group Discussion Leaders," (mimeographed) by John McKinley (editor).

Review of Informal Groups and the Community by Hurley H. Doddy, in The Ohio Adult Observer, April, 1953 (reprint from Community Teamwork), Richard Owsley.

A Group Discussion Manual for Adult Education by Paul Bergevin and Dwight H. Morris, Community Services in Adult Education, Bloomington, Indiana, 1953 (mimeographed).

1953-54

A Hospital In-Service Educational Training Program--A Study in Adult Education by Russell E. Vance, Jr. (mimeographed pamphlet).

A Statement for Growing Adults by Paul Bergevin. Published by Community Services in Adult Education, 29 pp., 1954.

A Manual for Discussion Leaders and Participants by Paul Bergevin and Dwight Morris, Community Services in Adult Education, 73 pp., 1954.

"A Workshop-Clinic for Lay Leaders," by Robert M. Smith (mimeographed), 47 pp.

1954-55

Program Planning: A Handbook, by John McKinley and Robert M. Smith, published by Community Services in Adult Education, May, 1955.

The Indiana Plan for Religious Adult Education by John McKinley (mimeographed) 62 pp.

Hospital Adult Education--A Handbook, (mimeographed) by Russell E. Vance, Jr.

"By Us--Not for Us," by Russell E. Vance, Jr. (co-author, Mrs. Helen R. Johnson, R.N.) in The American Journal of Nursing, Vol. 54 (July, 1954), No. 7, pp. 835-838.

"An In-Service Program in Adult Education," by Russell E. Vance, Jr. (co-author, Mrs. Helen R. Johnson, R.N.) in Nursing Outlook, Vol. II, No. 11 (November, 1954), pp. 599-600.

"Needed: Ideas and Perserverance," by Russell E. Vance, Jr. (co-author, Mrs. Helen L. Scheibner) in Monthly Bulletin (Indiana State Board of Health), Vol. LVII, No. 7 (July, 1954), pp. 102, 110-111.

1955-56

"The Indiana Plan for Religious Adult Education," by Paul Bergevin and John McKinley, in Religious Education, Vol. I, No. 4, July-August, 1955, pp. 257-261.

"Professional Education," by Paul Bergevin, in Adult Education Vol. VI, No. 3, Spring, 1956, pp. 141-142 (a discussion of an article written by C.O. Houle).

"An Institutional Approach to Adult Education in the Community," by John McKinley and Robert M. Smith, in Adult Education (Autumn, 1955).

"Adult Education Institute," by Robert M. Smith, in Library Occurrent, XVIII (March, 1955).

"In-Service Training for Adult Education," by Robert M. Smith, in Library Journal (January 15, 1956).

"The Kendallville Project," (2 parts) by Robert M. Smith, in *Public Libraries* (March and May, 1955).

"Training for Group Leadership," by Paul Bergevin and Robert M. Smith, in NUEA *Studies in University Extension Education*, No. 11, first section.

"Training for Library Adult Education," by Robert M. Smith, in *Wilson Library Bulletin*, XXX (March, 1956).

"Putting Adult Education Principles to Work," by Robert M. Smith, in *Journal of American Society of Training Directors* (January-February, 1956).

"Adult Education: A Basic Reading List," by Robert M. Smith, in *Library Occurrent* (March, 1956).

"Adult Education and the Library--An Introduction," by Robert M. Smith, in *Library Occurrent* (March, 1956).

Review of *Exploring the Small Community* by Otto G. Hoiberg, in *NUEA Bulletin*, Vol. XXI, No. 3 (1955), written by Robert M. Smith.

A Manual for Discussion Leaders and Participants by Paul Bergevin and Dwight Morris, republished by The Seabury Press, Greenwich, Conn., 1955.

Group Processes for Adult Education by Paul Bergevin and Dwight Morris, republished by The Seabury Press, Greenwich, Conn., 1955.

"Graduate Study in Adult Education at Indiana University," (brochure).

1956-57

"An Adult Approach to Nurse Education," by Russell E. Vance, Jr., in *The Modern Hospital*, Vol. 88, No. 4 (April, 1957).

Program Planning: A Handbook, by John McKinley and Robert M. Smith (reprinted).

"A Method of Developmental Research in Adult Education," (mimeographed).

Review of *Community Leadership for Public Education* by Pierce, Merrill, Wilson, and Kimbrough, in *Adult Education*, Vol. VI, No. 4 (Summer, 1956), written by Dwight H. Morris.

1957-58

"Telling vs. Teaching-Learning by Participation," by Paul Bergevin, in *Journal of the American Dietetic Association*, Vol. 33, No. 8 (August, 1957).

"A Brief Description of the Function and Nature of Community Services in Adult Education" (mimeographed).

"Putting Education into Our Group Activities for Adults," by Robert M. Smith in *Wilson Library Bulletin*, Vol. 32, No. 1 (September, 1957).

Library In-Service Education Handbook (mimeographed), by Robert M. Smith, 75 pp.

"Professional Training in Library Adult Education at Indiana University," (brochure).

"Using Group Processes Creatively," by John McKinley, in *The Bethany Guide*, Vol. 31, No. 52 (September, 1957).

"Does Your Class Have Group Discussion," by John McKinley, in *The Bethany Guide*, Vol. 32, No. 1 (October, 1957).

"Panels and Panel-Forums," by John McKinley, in *The Bethany Guide*, Vol. 32, No. 2 (November, 1957).

Design for Adult Education in the Church, by Paul Bergevin and John McKinley, The Seabury Press, (January, 1958).

"The Seminar," by John McKinley, in *The Bethany Guide*, Vol. 32, No. 3 (December, 1957).

"Speeches, Symposiums, and Forums," by John McKinley, in *The Bethany Guide*, Vol. 32, No. 4 (January, 1958).

"The Colloquy," by John McKinley, in *The Bethany Guide*, Vol. 32, No. 5 (February, 1958).

"Adult Education in Action," by Lois Rogers Boyd,* in *The* Bethany Guide, Vol. 32, No. 11 (August, 1958), pp. 30-31.

1958-59

"Some Hints on Program Planning," by Dwight H. Morris, *The Indiana Nurse*, Vol. 23, No. 2 (March, 1959).

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*Student publication.

Program Planning: A Handbook (2nd edition), by John McKinley and Robert Smith, 1959, 25 pp.

"Religious Education for Adults," by Paul Bergevin, *Religious Education*, Vol. 53, No. 5 (September-October, 1958), pp. 461-466.

"Goals Global and Otherwise," by Robert M. Smith, *Westminster Adult Leader*, Vol. 2, No. 3, pp. 1-3.

"The Indiana Study in Library Adult Education," by Robert M. Smith, *Adult Education*, Vol. 9, No. 3 (Spring, 1959), pp. 164-172.

"Library Trustees Discussion Series," by Robert M. Smith, *Library Occurrent* (June, 1958).

"Research within Selected Programs, " by Paul Bergevin, John McKinley, and Robert M. Smith, *Review of Educational Research* (Adult Education), Vol. 29, No. 3 (June, 1959), pp. 237-288.

Review of *Community Welfare Organization: Principles and Practice* by Arthur Dunham, in *Adult Education*, Vol. IX, No. 1 (Autumn, 1958), written by H. Mason Atwood.

"Adult Education, We Learned It as We Lived It," by Robert Hazen,* *Christian Leadership*, Vol. 13, No. 7 (July, 1959), pp. 10-11.

"A Successful Formula for Adult Education," by Rudolf Devik,* *Christian Education Findings*, Vol. 7, No. 1 (January, 1959), pp. 18-19.

1959-60

Creative Methods for Adult Classes, by John McKinley, St. Louis, The Bethany Press, 1960.

Review of *Design for Adult Education in the Church*, in *Adult Education*, Vol. 9, No. 2 (Winter, 1959), pp. 123-24, by W. Randolph Thornton.*

Review of *Design for Adult Education in the Church*, in *International Journal of Religious Education*, Vol. 35, No. 9 (May, 1959), p. 45, by A. Wilson Cheek.*

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*Student publication.

"An Experimental College Work Program," by Theodore J. Ehrlich,* *Religious Education*, Vol. 55, No. 2 (March-April, 1960), pp. 94-98.

"The Indiana Plan," by Fred Croft,* *The Living Church*, Vol. 140, No. 22 (May 29, 1960), pp. 14-15.

1960-61

"Some Present Challenges in Religious Education," by John McKinley, *Adult Leadership*, Vol. 9, No. 3 (September, 1960), pp. 86, 98-99.

"Education for the Aging," by H. Mason Atwood and Edgar L. Yeager, Section B of *State Responsibility and Community Effort: The Elderly in Indiana*, Indianapolis, Indiana State Commission on the Aging and Aged, October, 1960.

"The University and Adult Education," by Paul Bergevin, Helsinki, *1961 Yearbook of Finland*.

Critique of Arthur P. Crabtree's article, "Adult Education and the National Interest," *Adult Leadership*, Vol. 9, No. 6 (December, 1960), pp. 172-174, by Robert M. Smith, in *Adult Leadership*, Vol. 9, No. 9 (March, 1961), p. 284.

"Yliopisto Ja Aikuiskasvatus," Paul Bergevin, *Vapaa kansansivistystyö*, Vol. 9 (1961), pp. 42-47.

"Building on a Fund of Knowledge," by Paul Bergevin, *Extension Service Review*, Vol. 32, No. 1 (January, 1961), p. 10.

Adult Education in Sweden, An Introduction, by Paul Bergevin, Bloomington, Bureau of Studies in Adult Education (Indiana University Monograph Series in Adult Education Number One), 1961, 61 pp.

1961-62

Aging in Indiana, A Lifetime of Living--Bartholomew County's Concern, by H. Mason Atwood, Indianapolis, The Indiana State Commission on the Aging and Aged, 1962, 60 pp.

"Basic Institutions and Adult Education," by Paul Bergevin and Robert M. Smith, in *Community and Adult Education*, Chicago, Adult Education Association of the U.S.A., 1962, pp. 18-22.

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*Student publication.

1962-63

"Opportunities for Adult Christian Education," by Earl R. Shay,* The Moravian, Vol. 107, No. 9 (September, 1962), pp. 12-14.

"Panel," by Paul Bergevin, in The Westminster Dictionary of Christian Education, Philadelphia, The Westminster Press, 1963, pp. 486-487.

"Sociogram," by John McKinley, in The Westminster Dictionary of Christian Education, Philadelphia, The Westminster Press, 1963, pp. 617-618.

Review of Adult Education in Sweden, An Introduction, in Adult Education, Vol. 13, No. 2 (Winter, 1963), pp. 126-128, by Otto G. Hoiberg.*

1963-64

Processos de Grupo para Educacao de Adultos, pela Paul Bergevin e Dwight Morris, Rio de Janeiro, USAID, 1963, 86 pp.

Adult Education Procedures: A Handbook of Tested Patterns for Effective Participation, by Paul Bergevin, Dwight Morris, and Robert M. Smith, Greenwich, The Seabury Press, 1963, 245 pp.

"Means and Ends in Adult Education," by Paul Bergevin, Adult Leadership, Vol. 12, No. 5 (November, 1963), pp. 149-152.

1964-65

"The Adult Education Activity: Content, Processes, and Procedures," by Paul Bergevin, John McKinley, and Robert M. Smith, Chapter 14 of Adult Education: Outlines of an Emerging Field, Washington; Adult Education Association of the U.S.A., 1964, pp. 270-289.

"The Internship Program in Adult Education," by Paul Bergevin and John McKinley, Adult Leadership, Vol. 13, No. 5 (November, 1964), pp. 137-138.

Adult Education in Liberia, by Robert M. Smith, Bloomington, Bureau of Studies in Adult Education (Indiana University Monograph Series in Adult Education, Number Two), 1965, 70 pp.

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*Student publication.

"Indiana Tries the Indiana Plan," by Joe Groves,* _Resource_, Vol. 6, No. 7 (April, 1965), pp. 18-19.

A Manual for Group Discussion Participants, by Paul Bergevin and Dwight Morris, Greenwich, The Seabury Press, 1965, 64 pp.

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*Student publication.

APPENDIX D

PROFILE OF FIVE PROFESSORS FROM THE BUREAU OF STUDIES IN ADULT EDUCATION

Paul Emile Bergevin
Joined staff 1947
Age 60
Marital Status: Married
Educational Background
    Undergraduate . . . . B.S., 1933, Economics, Purdue Universit
    Graduate . . . . . . M.S., 1934, Economics-Engineering, Purdue University
    Graduate . . . . . . Ed.D., 1946, Education, Indiana University
Position Presently Held . . . . Director of Studies in Adult Education, Indiana University. Professor of Adult Education.
Past Professional Experience in Adult Education . . . .
    Director of Adult and Vocational Education, Anderson Public Schools, Anderson, Indiana. Eleven years.
Professional Affiliations:
    Phi Delta Kappa
    American Association of University Professors
    Adult Education Association of the United States of America
    Adult Education Association of Indiana; President, 1962
    Commission of the Professors of Adult Education
    Life Fellow, International Institute of Arts and Letters

Dwight Morris
Joined staff 1949
Age 60
Marital Status: Married
Educational Background
    Undergraduate . . . . B.S., 1932, Education, Ball State University
    Graduate . . . . . . M.S., 1949, Industrial Education, Purdue University
Position Presently Held . . . . Associate Professor of Adult Education, Bureau of Studies in Adult Education, Indiana University
Past Professional Experience in Adult Education . . . .
    Director of Adult and Vocational Education, Anderson Public Schools, Anderson, Indiana. Two years
Professional Affiliations:
    Phi Delta Kappa
    Adult Education Association of the United States of America
    Adult Education Association of Indiana
    National Association of Public School Adult Education
    American Association of University Professors
    Professor of Adult Education--National Commission

John McKinley
Joined staff 1952
Age 45
Marital Status: Married
Educational Background

Undergraduate	. . . .	B.S., 1947, English and American History, Indiana State University
Graduate	. . . . . .	A.M., 1949, English, Indiana State University
Graduate	. . . . . .	Ed.D., 1960, Adult Education, Indiana University

Position Presently Held . . . . Associate Professor of Adult Education, Bureau of Studies in Adult Education, Indiana University.

Professional Affiliations:

Adult Education Association of the United States of America
Adult Education Association of Indiana
National Committee of Professors of Adult Education--Executive Committee

H. Mason Atwood
Joined staff 1957
Age 49
Marital Status: Married
Educational Background

Undergraduate	. . . .	B.S., 1940, Chemistry and Mathematics, University of Wisconsin
Graduate	. . . . . .	M.S., 1953, Chemistry Education, University of Wisconsin
Graduate	. . . . . .	Ph.D., 1958, Adult Education, University of Wisconsin

Position Presently Held . . . .Assistant Professor of Adult Education, Bureau of Studies in Adult Education, Indiana University.

Professional Affiliations:

Adult Education Association of the United States of America
Adult Education Association of Indiana; Vice President, 1962-1963; President, 1963-1964.
Phi Delta Kappa

George Kenneth Gordon
Joined staff 1965
Age 34
Marital Status: Married
Educational Background

Undergraduate . . . . B.A., 1953, History, Westminster College, Pennsylvania
Graduate . . . . . . B.D., 1959, Pittsburgh-Xenia Theological Seminary, Pennsylvania
Graduate . . . . . . M.S., 1963, Adult Education, Indiana University
Graduate . . . . . . Ed.D., 1965, Adult Education, Indiana University

Position Presently Held . . . . Assistant Professor of Adult Education, Bureau of Studies in Adult Education, Indiana University.

Past Professional Experience in Adult Education . . . .
Chief of literacy and fundamental education, Indiana Department of Correction, 1964-1965.

Professional Affiliations:
- Adult Education Association of the United States of America
- Adult Education Association of Indiana
- American Correctional Association
- Correctional Education Association

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CONTINUING EDUCATION